TRAINING PROCEEDURES

Prior to training: (On the computer that you will be using for training)

1. Install our iTest Program. (**Note:** You will likely need to logon as an Administrator to install the program. Ask (whomever) if you can **get an Admin. Login**.)

*Insert the iTest install disk into the d-drive. If it does not boot on its own then go to **My Computer**, select **d-drive**. Select on the **iTest CD** folder. Select **Install** folder. Select the **"iTest by Interactive Achievement.msi"** (Windows Installer Package). Follow the instructions on the screen for installation.

*You will need to now go back to the **desktop** and click on the **iTest** icon to check to see if will run. If iTest student interface comes up you can close the program. If you get a prompt saying something to the effect that the **.Net Framework** needs to be installed you will need to go back to "My Computer", D-drive, "iTest CD", and select **"dotnetfx.exe"** and follow install instructions. After install click the iTest icon once again to insure it runs properly.

2. **Pull up browser.** Fire Fox is best but Internet Explorer will do.

*Go to www.interactiveachievement.com. (This is our .com home-page.) Select **"Training"**. Log-in using Username**: inewton**. The password is a combination or algorithm that changes daily to keep folks out of our data base after training. Example: iachieve + month, day, year so if you were training on September 5, 2008 the password would be: iachieve2022 **(9+5+2008= 2022)**. Username and password are not case sensitive. **Click** the **Question Mark** icon located at the top, right of the screen. This is to **test GOTO Assist** capabilities. Follow the instructions on the screen. Once connection is made you can disconnect. If no connection is possible then there is a Firewall issue and that will be addressed at a later date.

These steps are necessary to insure that you will be able to demonstrate the student test taking interface (iTest) and our GOTO Assist customer service feature. You are now ready to proceed with training.

TRAINING

1. INTRODUCTION:

Once all personnel are present introduce yourself and any other IA staff present.

Tell them that IA is a company comprised primarily of current and former educators. Our CEO is currently the 8th Grade Principal at Benjamin Franklin Middle School in Franklin Co. Explain to the group what your connection to teaching is. Briefly explain that IA was formed from the realization that there needed to be a quality web-based Benchmark testing application that could be used not only at the Division Level to create and deliver division-wide benchmark assessments but also used at the Teacher-Level to create and deliver teacher-made tests and quizzes. All tests are deliverable either online via iTest, our version of TestNav, or paper/pencil using bubble sheets and scanners.

2. **Have them access the internet** and tell them to go to www.interactiveachievement.com

Explain that this is our dotcom homepage and encourage them to visit it sometime so that they can read more about the product and the question writers.

Direct them to the **teacher-login** located toward the top-right of the page. Have them click the link.
Once all are on the database selection screen have them **select "Training"** from the list located in the middle of the page.

Once they are to the login screen tell them that they are all going to log in as a fictitious teacher. Isaac Newton.

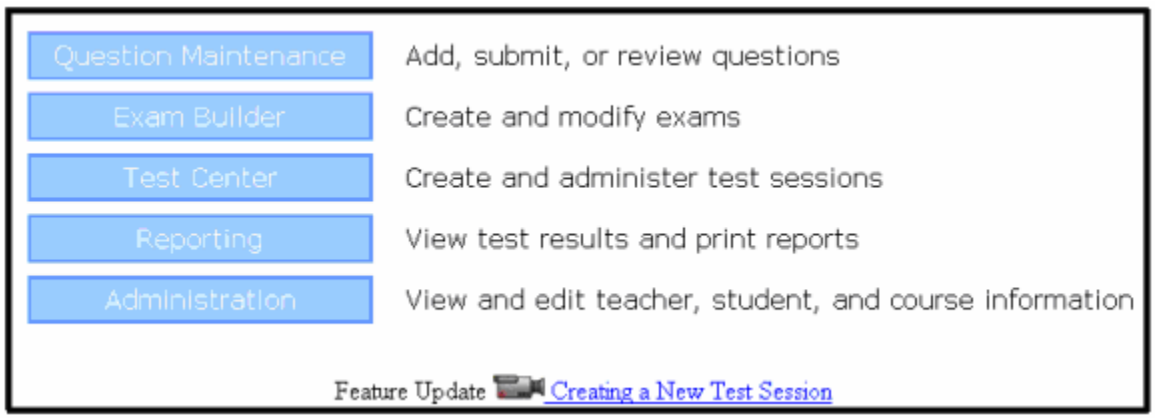
Everyone will log in using: **Username**: **inewton**
Password: (*use algorithm described previously*)

3. EXPLAIN THE PAGE LAYOUT

Point out the simplicity of the layout and explain that early on we had a focus group of teachers give us input and that they suggested that we keep it simple and clean. Explain that this is the view that teachers see because, remember, you all logged in as Isaac Newton, who is a teacher.

Say, "Notice that, as a teacher, Isaac Newton has access to five different components or features." "As teachers yourselves this is what you will see when you log in."

4. EXPLAIN EACH FEATURE BUTTON:



Note: These are self-explanatory but we have found it helpful for people to hear the descriptions spoken aloud.

Briefly explain each feature just by pointing to the buttons. **Do not click any at this time.** A very brief verbal descriptions will do for now.

Question Maintenance: Say, "The first feature listed is Question Maintenance." "This is where you can add your own locally created test items." "This is also the feature we access when we add more questions to our own question bank."

Note: You will likely not cover Question Maintenance beyond the description above unless the district has asked prior to training that this be covered. Most districts do not immediately allow their teachers to put local items in the system from the outset.

Exam Builder: Say, "Next is Exam Builder." "This is where you will go to access the questions in our data base in order to build quizzes and exams." "We will spend much of our time today learning how to use this feature."

Test Center: Say, "Next is Test Center." "This is where you will go to set up test sessions for the exams you want to deliver to your students." "You will use Test Center to set up tests sessions for both iTest, our on-line testing vehicle, and paper/pencil tests." "I will cover this with you a little later on"

Reporting: Say, "Our fourth feature is Reporting." "Once your students have tested, either paper/pencil or on-line, you will access this feature to get immediate results that are disaggregated for you." "The instant a child hits "Submit", if they are testing on-line, or as soon as the bubble sheets are scanned you get instantaneous data." "We will spend quite a bit of time here today as well."

Administration: Say, "The last feature is Administration." "This is a feature that allows for local roster maintenance." "For instance, if you have a child that switches from your class to someone else's then you could access this feature to make those types of small changes here locally."

Note: You will likely not cover the Admin. Feature in any detail but it is worth explaining what the feature's purpose is.

Say, "We are going to start in Exam Builder and at this point I would like for you all to watch my screen as I demonstrate first." "I will give you all plenty of time in a little while to explore building exams on your own."

Click Exam Builder: Say, "You will be prompted to select a Subject from the drop-down window." "I'm going to **choose Math 6** to start with."

Once the page refreshes you will need to explain the page layout. (Left Side First)

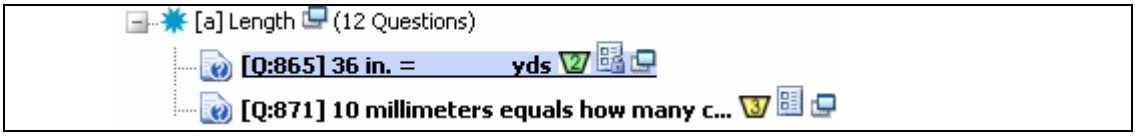
Say, "Notice that the screen is divided into two sides." "At this point the right side is basically blank." "This is where we will build our exam in a minute." "The left side is displaying a "Tree" structure." "This is the structure that we have incorporated to house and organize the items in our question bank."

(Point to Math 6) Say, "Remember, we are in Math 6 and we see that as a Math 6 teacher I have access to **(point to the bracketed #)** questions." "Looking underneath the Math 6 Header you see more bracketed numbers to the left side of the text."

(Pointing to [6.1]) Say, "These numbers correspond to the Reporting Categories 6.1, 6.2, 6.3, 6.4 etc."

(Pointing to + sign) Say, "This expansion symbol or plus sign indicates that there is more information available."

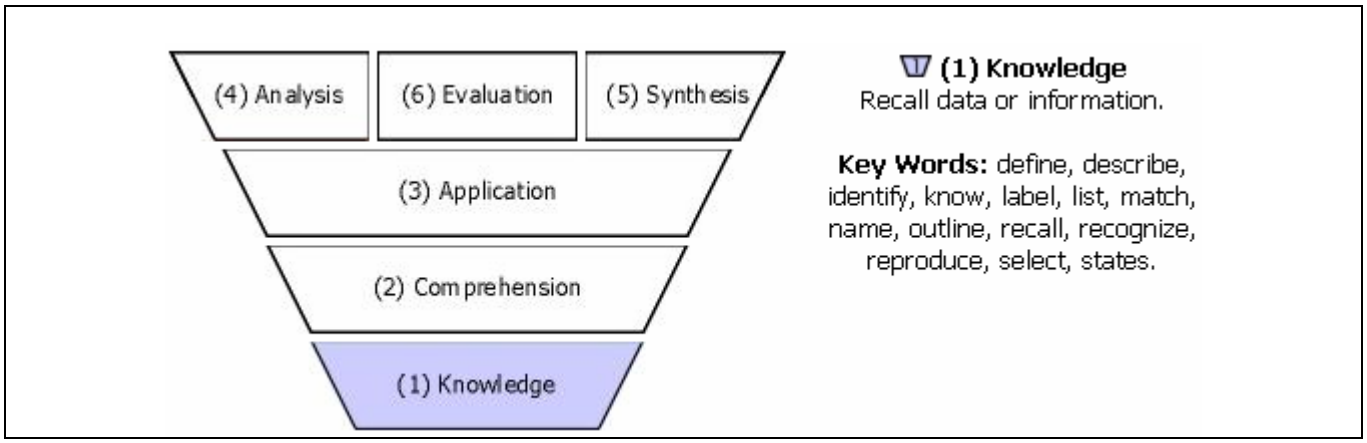
(Click Math 6.9) Say, "Notice that 6.9 has sub-categories a, b, c, and d." "By expanding further **(Click a, b, c, or d)** we get down to the questions themselves."



Say, "Let me explain what it is that you see." "First, **(pointing to the [Q: #])** this is the question number that we use to track our questions." "Second, (**roll your cursor over one of the questions to hover)** notice that if I move my cursor over a question and let it hover I get a pop-up window that quickly displays the question."

(Point to icon) Say, "Next is this trapezoidal figure." "This is a Bloom's Taxonomy Identifier." "All of our questions are tagged with Bloom's identifiers." "If you are not familiar with Bloom's that's o.k. because you can click on the icon and get a pop-up reference guide."

(Click icon and explain)

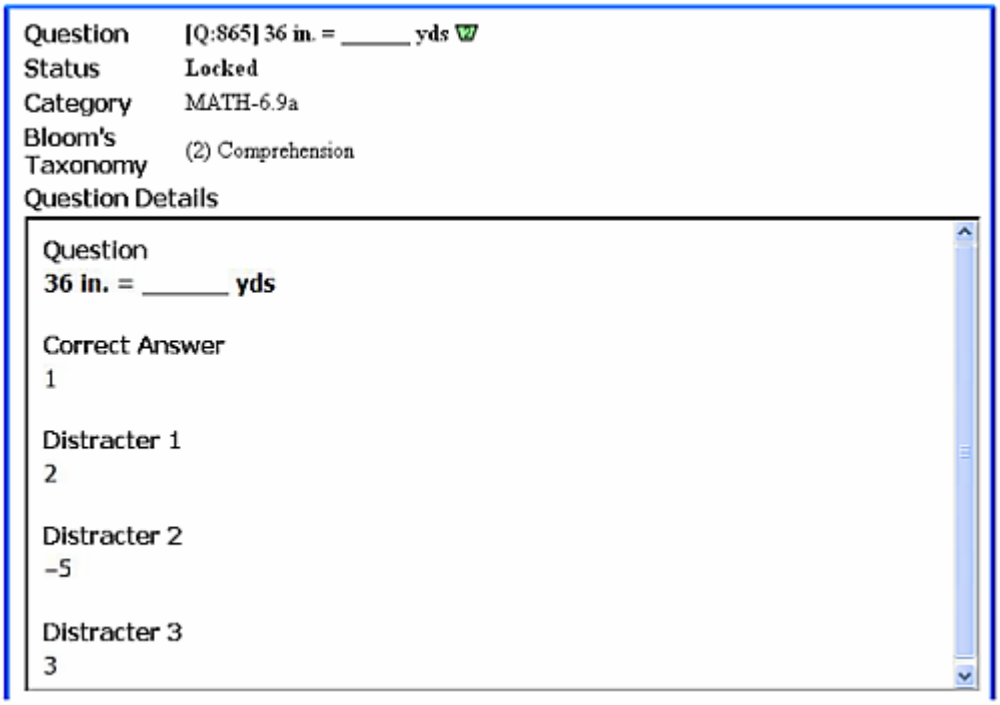


Say, "If you roll your cursor over the different levels you get a definition of the level as well as some key words." **(Roll over one or two levels and read of some of the key words).** "For instance, Level 1, Knowledge is the recall of data or information and some key words that may apply include define, describe, identify, know etc."

(Close the pop-up)

Say, "The next icon **(** **)** looks like a piece of notebook paper." "This simply indicates that this question has been used on a test already." "That does not mean that it cannot be used again though." "You can use the same question on a hundred different tests." "However, notice this one **(pointing to** **)** has a little lock on it." "This indicates that this question has been used on a benchmark or secure exam." "Questions that have this icon are not available for use on teacher made quizzes or test." "This is to retain the integrity of the benchmark process."

Say, "The next icon I want to explain ( ) is this one." "It looks like a little window." "By clicking on this icon **(Click icon)** you get a pop-up that displays the full details of the question."



Say, "You can see not only the question but the correct answer as well as the three distracters."

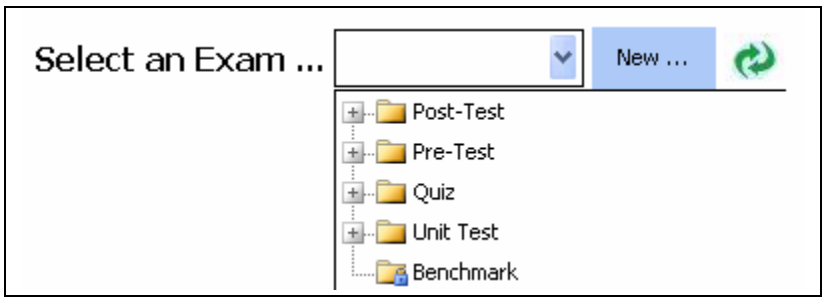
(Close pop-up)

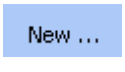
(Back now to the list of questions to explain the differing text)

Say, "You may have noticed that some of the text for the questions looks different." "All of Interactive Achievements questions are black and bolded." "Some of the questions are italicized." "This is a visual indication that these questions are released test items." "We do not sell the released test items but we can make them available to you for use within our system upon a specific request from central office."

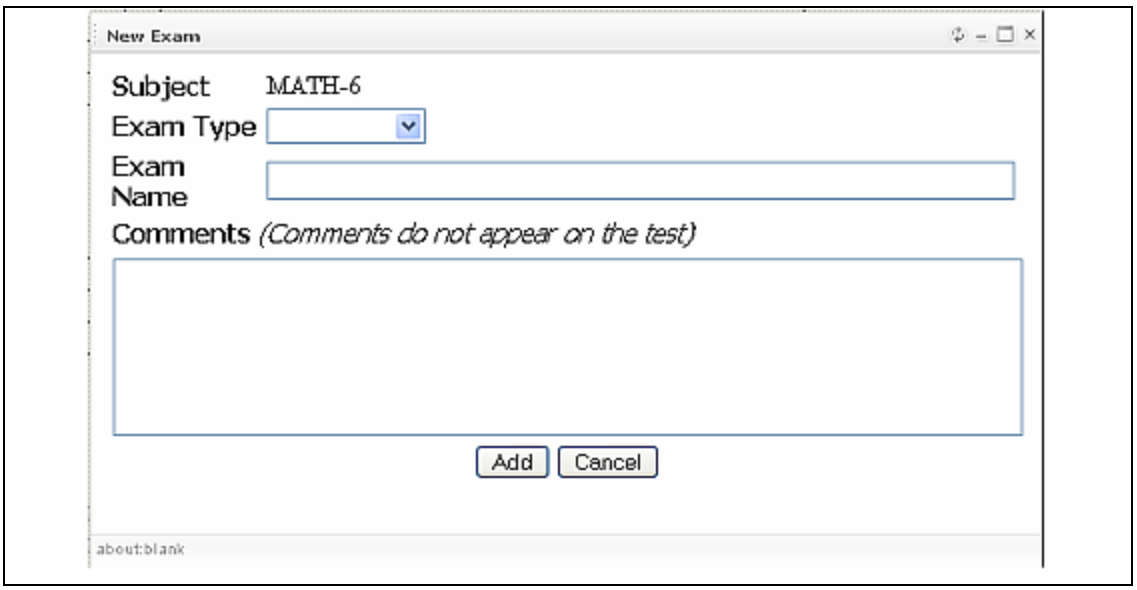
Page layout continued (Right Side)

Say, "Let me explain the right side of the screen now." "Notice that across the top there a few options." "If I click the drop-down next to 'Select an Exam' **(Click)** you will see that there are test folders labeled Post-test, Pre-test, Quiz, Unit Test, and Benchmark." "This is where you will find any quizzes or tests that you have worked on previously."



Say, "However, you are here to learn how to build a test so I am are going to select 

." **(Click 'New')** "A new window will pop up."



Say, "You will be prompted to select an 'Exam Type." **(Select 'Quiz' from the drop-down)** "You will need to give the quiz a name." **(Type a name)** "Keep in mind that once everyone starts building tests there will likely be a lot of tests in the folder along with yours so you should name all of your tests something unique so as to make it easier for you to find." "Notice the 'Comments' field." "This can be used to either leave yourself a note or, if you are building a test collaboratively, you can leave a message for the others that you are working with." "Notice too that Comments do not appear on the test." "You then click 'Add'." **(Click)** "After the page refreshes you should notice on the right side of the page we now have our test listed." "Basically, what I did was create a test folder." **(Pointing to the new test and reading the name)** "You will notice that right now the test is in 'Draft' status and that there are zero questions on it." "So, now that we have this empty test the question is, 'how do I get the questions from the left side of the page over to the right side and onto the test?"" "The answer is that there are several ways and all of them are very simple."

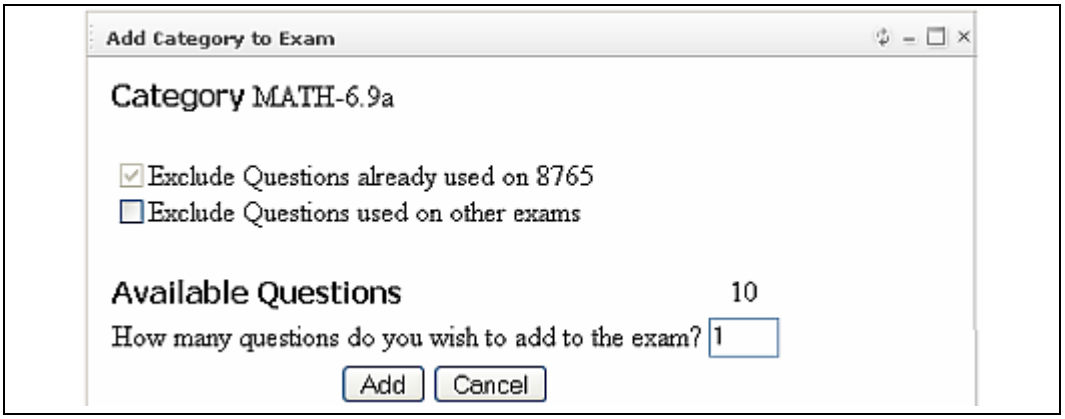
Explaining how to add questions to a test

Drag and Drop (Demonstrate while saying..)

Say, "The first way is to simply grab a question and **Drag** it over to the right side **and Drop** it." "Notice that when the page refreshes we now have 1 question on our test." "You could drag and drop as many questions as you would like."
Say, "We have tried to incorporate everyday computing techniques throughout our application and most everyone is familiar with dragging and dropping."

Adding Random Category Questions (Demo. while saying..)

Say, "The second way to add questions to a test is to Right Click on the category you want to pull questions from." "You will get a drop-down menu of options." "I am going to select 'Add Random Category Questions to Exam." "When I do I get a new window."

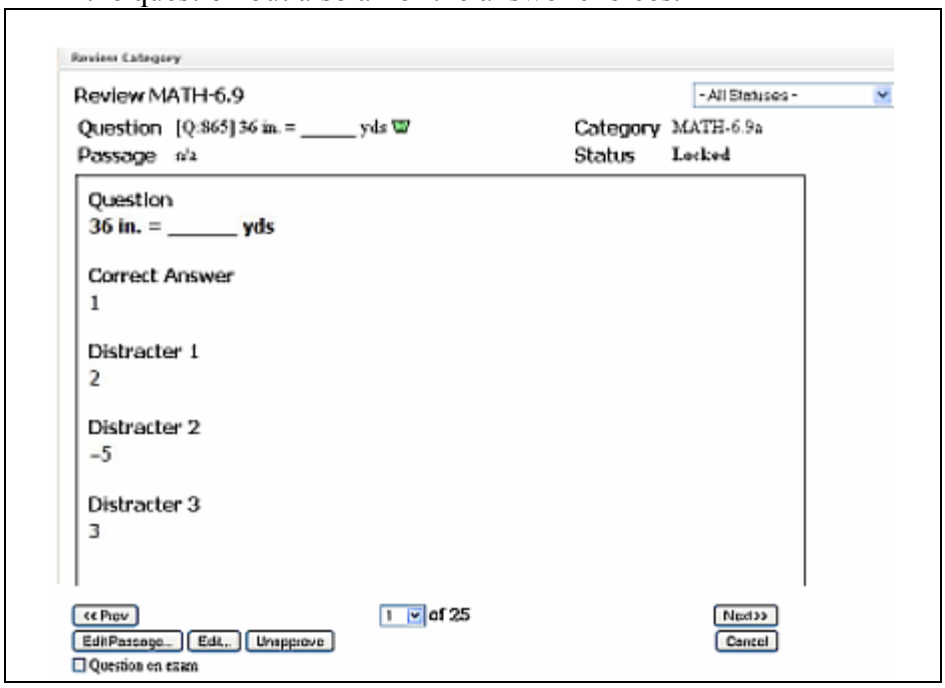

Add Category to Exam
Category MATH-6.9a
Exclude Questions already used on 8765
Exclude Questions used on other exams
Available Questions 10
How many questions do you wish to add to the exam? 1
Add
Cancel

Say, "This window tells me that currently there are 10 questions available to choose from." "I want to add 4 questions from this category so I type 4 into the field and click 'Add'." **(DO so)** "What the software is going to do now is to reach in and randomly grab 4 questions from the 10 that were available and add them to the test." "You should notice that, after the page refreshes, we have gone from 1 question to 5 on our test."

Say, "Now, if you think about it we have just been grabbing questions and dropping them onto the test and adding random questions to the test." "So far, we have not actually seen the question details; the question along with the correct answer and the three distracters." "That leads us into the third way in which you can add questions to a test."

Review Category Questions (Demo. while saying..)

Say, "Going back to the category that we want questions from I am, again, going to Right Click the category or sub-category and, this time, I am going to select 'Review Category Questions'."**(Do so)** "When I do we get a new window and now we can view not only the question but also all of the answer choices."



Say, "So here is the first question in the category that we wanted to review." "Notice that at the top we see that we are in Math 6.9, the category is 6.9a, and that the status is locked." "*Locked* simply means that this is an Interactive Achievement question and that it cannot be changed." "Also, if this were an English question that was tied to a passage then the title of the passage would be shown here." **(Point to the 'Passage' line)** "Here is the question." **(Read question)** "And here is the correct answer as well as the three distracters." "This format is great, because you have the correct answer right in front of you which is particularly helpful especially for those who teach some of the higher level math courses."

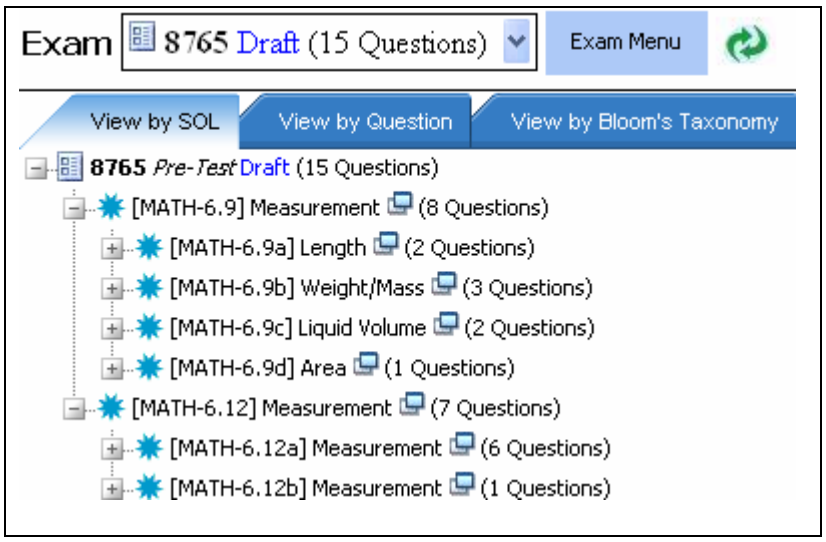
Say, "Also, if you were to enter your own questions; if you had local test items that you wanted in our system, then all you would have to do is to type in the question, the correct answer, and three distracters." "Obviously, this is not how the students will see this question displayed when they take the test." "When your students take an iTest test, the on-line tests, their questions and answers may be jumbled." "In other words, 'Little Johnny's' question 1 may not be the same as 'Little Suzie's'." "Furthermore, his answer 'A' may not be the same as her 'A'." "I will elaborate a bit more on this later when we talk about 'Test Center'."

Say, "Notice that at the bottom there are several navigation buttons and a check box." "If this question had already been added to this test then there would be a check inside this little box." **(Point out box)** "This one has not so if I decide I want this question to be added to the test I simply click the check-box." **(Do so)** "When I do I get a window that says 'Add Question to the Exam?'." "I click 'OK' and the question will be added." "By clicking 'Next' I am able to scroll through all the questions in this category and add or remove questions by simply clicking the check-box." "To exit simply click 'Cancel'." **(Do so)** "Now, once the page refreshes again, you will notice that any changes I made will be reflected."

Say, "I just showed you three easy ways to add questions to your tests." "You can Drag and Drop questions onto tests, you can right-click and add them randomly, or you can right-click and Review the category and add questions from there." "That's all there is to it." "Now, let's look at the right side of the screen again."

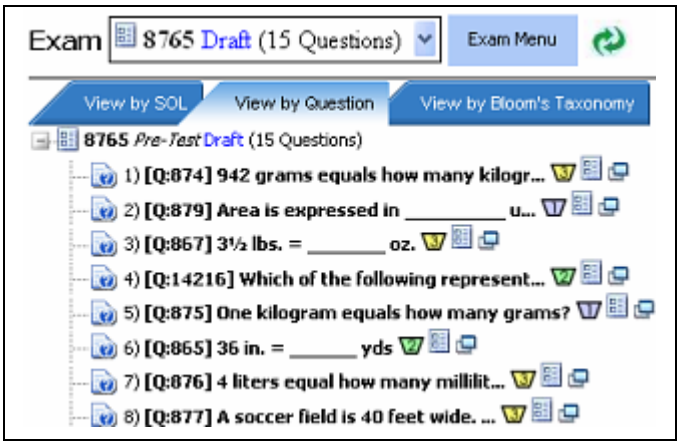
Explaining the three tabs on the right side

View by SOL:



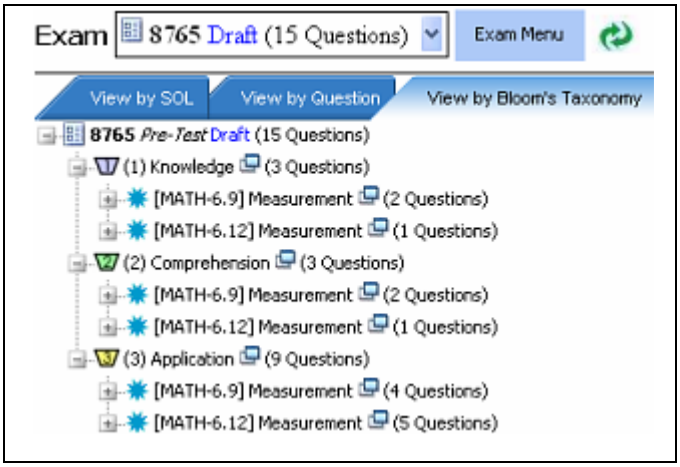
Say, "So, here is the test that I built." **(Point to)** "Right now we are viewing by **(Point to View by SOL tab)** SOL and we can see that we have **(? #)** for 6.9 and that there are **(? #)** for the sub-categories a, b, c, and d." "We also see how many questions we have from other categories as well." 'If you think about it, so far, we have added questions to the test but we have not arranged the questions in any particular order." "That leads us to the next tab '**View by Question**'." **(Click tab)**

View by Question:


Exam
8765 Draft (15 Questions)
Exam Menu
View by SOL
View by Question
View by Bloom's Taxonomy
8765 Pre-Test Draft (15 Questions)
1) [Q:874] 942 grams equals how many kilogr...
2) [Q:879] Area is expressed in _____ u...
3) [Q:867] 3½ lbs. = _____ oz.
4) [Q:14216] Which of the following represent...
5) [Q:875] One kilogram equals how many grams?
6) [Q:865] 36 in. = _____ yds
7) [Q:876] 4 liters equal how many millilit...
8) [Q:877] A soccer field is 40 feet wide. ...

Say, "This feature allows us to arrange the questions in any order by dragging and dropping," **(Click and hold question to move)** "Simply click and hold a question to drag it where you want it to appear on a printed test." "The third tab is 'View by Bloom's Taxonomy'."

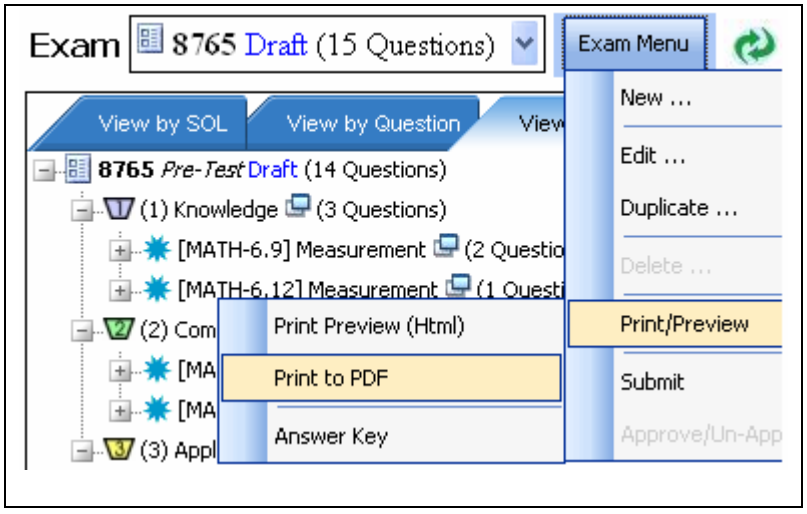
View by Bloom's Taxonomy:



Say, "By selecting this tab we get a clear visual representation of the level of rigor that we have on this test."**(Quickly read off the break down)** "We can see that there are (? #) of questions in the Level 1 or Knowledge level, (? #) in Level 2 Comprehension, and (? #) in ……" "If you decide that you want to add more rigor or higher-level questions to the test then you can simply go find those levels and drag and drop them onto the test," "If you decide that the test is too rigorous then you can drag some of the higher level question off."

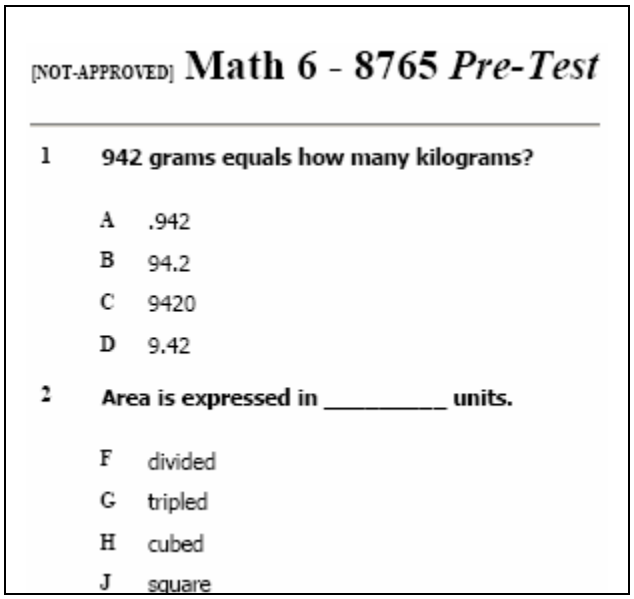
Say, "If you want to see what this test would look like if we were to print it off then you would go to 'Exam Menu'." "Select 'Print/Preview'….and then 'Print to PDF'."

Exam Menu (Print to PDF):



NOTE: It is very common for there to be a pop-up blocker that will keep the test from appearing. If so, then along the top of the page there should be a 'Pop-up Blocker' notification bar. Either right-click and set it to '**Always Allow**' or if there is an **'Options'** button do the same. You may have to go back to exam menu, Print/Preview, and Print to PDF again.

Exam PDF



[NOT-APPROVED] **Math 6 - 8765 *Pre-Test***

1 **942 grams equals how many kilograms?**

A .942
B 94.2
C 9420
D 9.42

2 **Area is expressed in _____ units.**

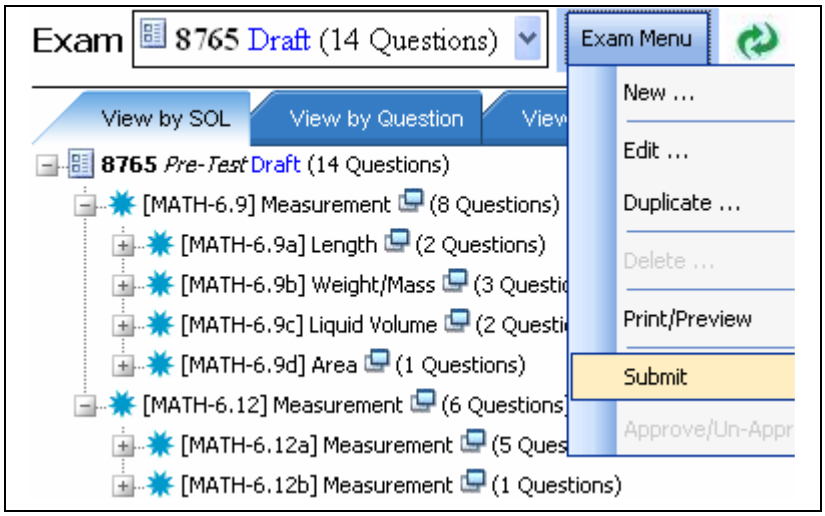
F divided
G tripled
H cubed
J square

Explain the PDF:

Say, "Here is our test."**(Read the title)** "Notice that the questions are displayed in one column and that for the even numbered questions the answer choices are labeled A, B, C, D and for the odd numbered questions they are labeled F, G, H, J." "Questions are bolded while the answers are not." "The questions are written in 12 point Tahoma font for grades 4 and up and 14 point Tahoma font for 2nd and 3rd grades." "All of these details are important because, again, we are trying to mirror the end-of-the-year experience as accurately as possible."

(Close PDF)

Submitting and Approval of tests:



Say, "Now, I've seen the test and think it is a good one for my students." "The next thing that I need to do is to, again, go to the 'Exam Menu' and select 'Submit'." "I get a pop-up that says 'Exam Successfully Submitted'." "I go back to the 'Exam Menu' and select 'Approve' next." "Again, a pop-up comes up and states 'Exam Successfully Approved'." "This test is now deliverable to my students." "This process may seem redundant but we extend the same approval process that our questions undergo as a way to insure that someone has taken a look at this test and that they find it worthy." "Often, in large divisions, teachers are not allowed to approve their own tests." "They can build tests but a Grade Level Leader will look at them and then approve them."

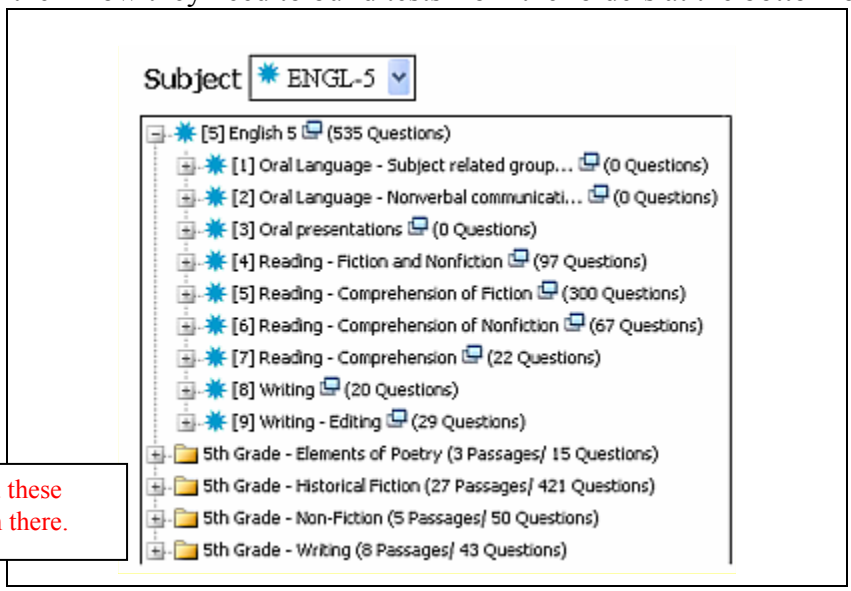
Allow them to build exams:

Say, "I've shown you how to easily build an exam and now I am going to give you time to build some on your own." "You guys go ahead and select 'Exam Builder' from the list of features." "Select the course that you teach and start building exams." "Remember, you will want to start off by selecting 'New' on the right side of the screen, select the type of test and give it a name." "Once you have created an empty test folder you can then add questions to that test by: dragging and dropping, by right-clicking and 'Adding Randomly', or you can right-click and 'Review Category Questions."

ASK, "Who here teaches English?" "O.K. building exams for you is slightly different." "Let me show you what I mean."

Building English tests:

Go to them first and show them how they need to build tests from the folders at the bottom of the 'Tree'.


Subject
ENGL-5
[5] English 5 (535 Questions)
[1] Oral Language - Subject related group... (0 Questions)
[2] Oral Language - Nonverbal communicati... (0 Questions)
[3] Oral presentations (0 Questions)
[4] Reading - Fiction and Nonfiction (97 Questions)
[5] Reading - Comprehension of Fiction (300 Questions)
[6] Reading - Comprehension of Nonfiction (67 Questions)
[7] Reading - Comprehension (22 Questions)
[8] Writing (20 Questions)
[9] Writing - Editing (29 Questions)
5th Grade - Elements of Poetry (3 Passages/ 15 Questions)
5th Grade - Historical Fiction (27 Passages/ 421 Questions)
5th Grade - Non-Fiction (5 Passages/ 50 Questions)
5th Grade - Writing (8 Passages/ 43 Questions)

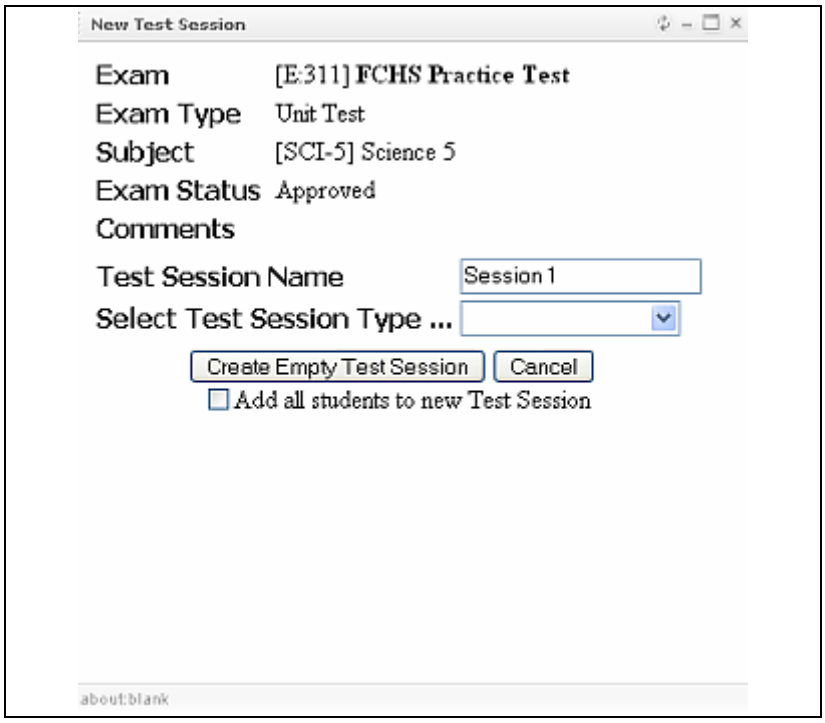
Direct them to expand these folders and build from there.

Explain that the reason for this is that more often than not English teachers are testing over many SOLs at once and, also, that English questions are often tied to a passage. If teachers were to try and build an exam from the list above the folders then they run the risk of adding too many passages. Insure that they understand that they **MUST BUILD TESTS FROM THE FOLDERS AND NOT FROM THE LIST OF SOLS ABOVE THEM.**

Note: Allow them no more than 20 minutes here. Circulate to access retention and proficiency. Expect lots of Q and A during this time. Keep a close watch on the time. After 20 minutes you will need to call there attention and move on to cover Test Center, Reporting, and Customer Support.

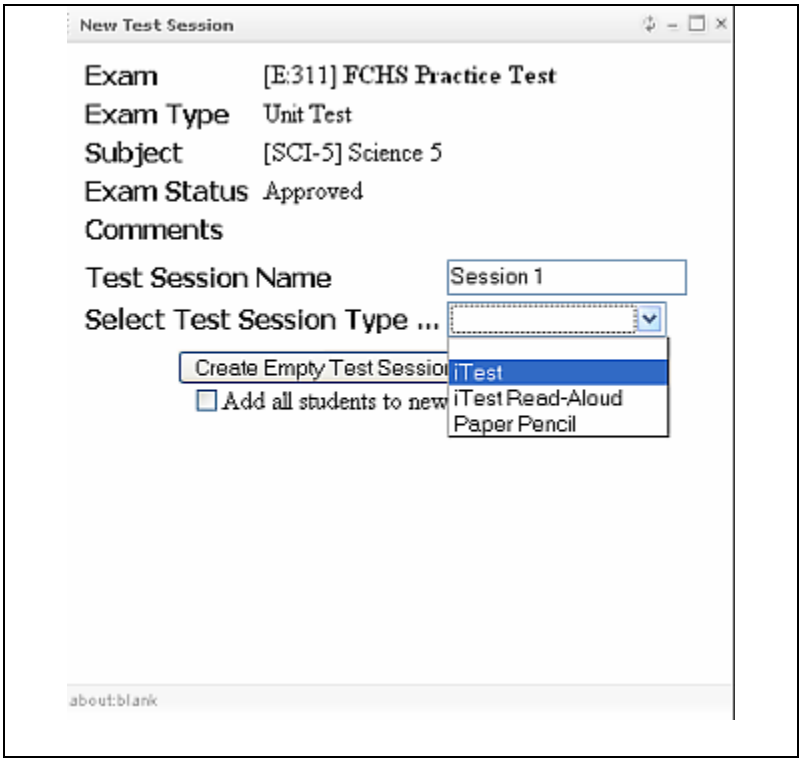
Say, "Now that you have built an exam or two I want to show you how to set-up a test session and add your students to that session so that you can then deliver the tests to them." "I am going to ask that you to just watch as I demonstrate." "I will start by going to 'Test Center' on the main menu bar." **(Click Test Center on menu bar at top)** "I am prompted to select a school." "Isaac Newton is a teacher at IA Western Elementary so that's where we will go." "Next, I am prompted to select a subject." "Mr. Newton is a Math and Science teacher so I will select Science 5." "I am then prompted to select an exam." **(FCHS Practice Test *Unit Test*)** "Once you get to this point, if you do not see the test you are trying to set-up a session for, then you did not approve the test back in Exam Builder so you will need to go back and approve the test." "Once I select the exam you will notice that all the names of those who teach Sci. 5 are listed." "Your name will be listed here once you leave our training data base and enter you own division's data base later in training." "So, here is Isaac Newton." "By expanding you see that he teaches two Sci.5 classes." "I am going to Right- Click the class **(2nd Period)** that I want to test, select 'New Test Session', and when I do I get a new window."

New Test Session Window:



Explain Test Session Window:

Say, "Once this window opens you will be prompted to first give the **Test Session** a **Name**." "The default name is 'Session 1' but you can name yours Period 1 or 1st Block or what ever you guys go by." "Next you will need to select the **Test Session Type**." "You have three options." "You can either set the session up to be delivered via paper/pencil, iTest, or iTest Read-Aloud."

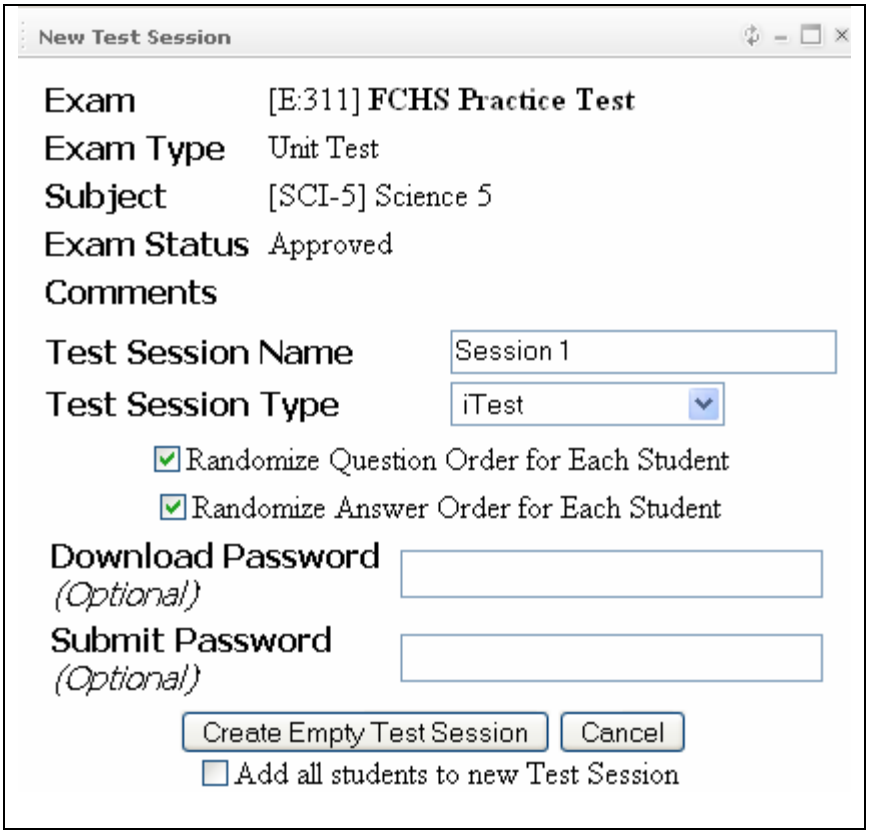


Explain the three options for Test Sessions:

Say, "If you plan on giving a test using Paper Pencil then select that." "If you want to deliver a test on-line then select iTest." "If you plan on giving this test on-line but need all the students to be on the same question for IEP reasons then you will select iTest Read-Aloud." "Utilizing this option allows for on-line testing but the questions and answers will not be jumbled."

Say, "I am going to select iTest." **(Do so)** "When I do you will see that there are a few more options."

iTest Session Window:

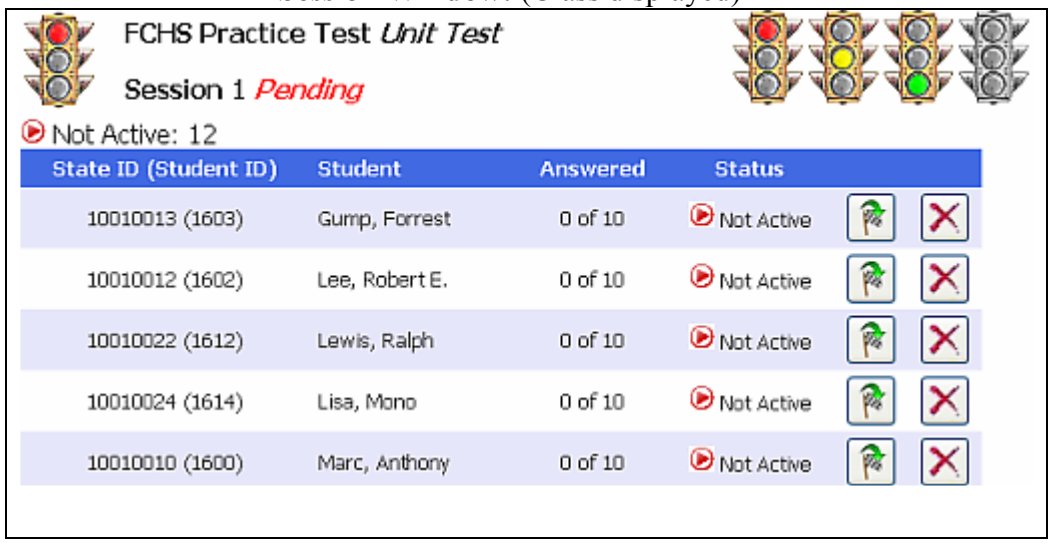


Say, "Notice that under the 'Test Session Type' there are two check-boxes that allow you to either randomize the questions and answers or not." "These options are defaulted to be selected but you can change those by clicking." "You also have the option of creating a Download and Submit password." "This feature is optional and is another layer of security," "If you utilize this feature then your students would not be able to download or submit the test until you give them the password." "The next step is to check the 'Add all students to new Test Session' check-box." "You will then need to click the 'Create Test Session with Students' tab." "This will automatically add all the students who are in the class to the test session."

Explain the Testing Process:

Say, "O.K. you have created a test in Exam Builder and have set-up a test session for that test." "The question is now, 'How do I actually deliver that test to my students?'." "The answer is simple." "You will bring your class to the computer lab and once they are seated at computer they will click the 'iTest' icon located on their desktop." "On your computer, the one that you will use to monitor the class's progress, you will login to Interactive Achievement and go to 'Test Center'." "In 'Test Center' you will select your course **(Sci. 5),** the exam you want to give **(FCHS Practice Test *Unit Test*)**, find your name, and click the class that you are testing." "Once you have done that you will see the class displayed on the right side of the screen." "This is what you will see on your computer."

Session Window: (Class displayed)


FCHS Practice Test Unit Test
Session 1 Pending
Not Active: 12
State ID (Student ID) Student Answered Status
10010013 (1603) Gump, Forrest 0 of 10 Not Active
10010012 (1602) Lee, Robert E. 0 of 10 Not Active
10010022 (1612) Lewis, Ralph 0 of 10 Not Active
10010024 (1614) Lisa, Mono 0 of 10 Not Active
10010010 (1600) Marc, Anthony 0 of 10 Not Active

Explain the layout:

Say, "Here is my class." "Notice that the student's State ID numbers and their Student Numbers are displayed as well as there names." "All of this information is handled by a SASI import so you will not have to enter or keep track of any of that information yourself." "And, if a student says 'I forgot my number, then you have it displayed right here on your screen."

Say, "Notice too that there are these traffic lights at the top of the page." "These lights give you complete control over the progress of the test."

Explain the Light Icons:

Say, "All of the test sessions start in 'Red Light' or **"Pending"** status." "This means that this test and session are set and ready but the students will not be able to download the test yet."

Say, "In order for them to be able to download you must first put them into 'Yellow Light' or "**Ready to download**" status." "Simply click on the yellow light to do that." "Now the students can enter their student ID number and download the test." "However, they will not be able to begin the test yet."

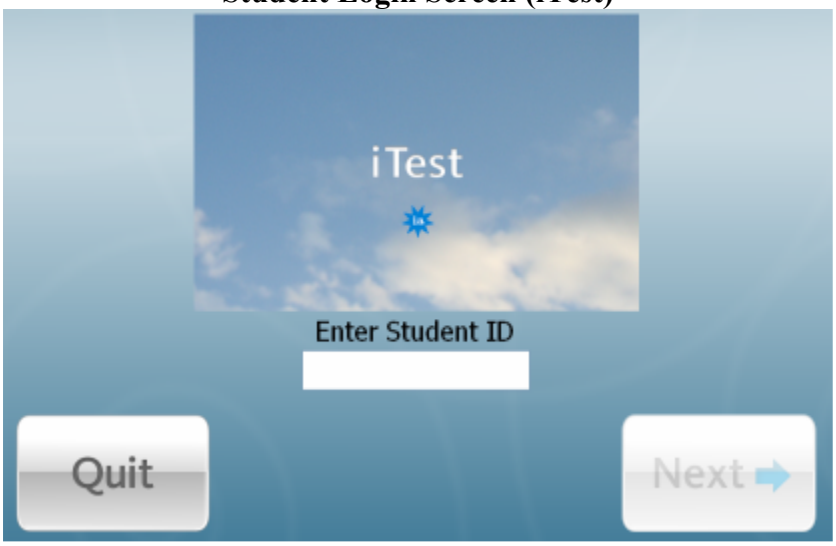
Say, "They will be allowed to begin only when you put them in 'Green Light' or **"Open For Testing"** status." "Clicking on the green light will allow the students to begin."

Demonstrate iTest:

Say, "So far what I have shown you is what the teacher sees; what you will see when you start to deliver your tests to your students." "Now I would like to show you what the students see." "I am going to demonstrate iTest and in order to do that I am going to minimize the browser and click the 'iTest' icon on my desktop."

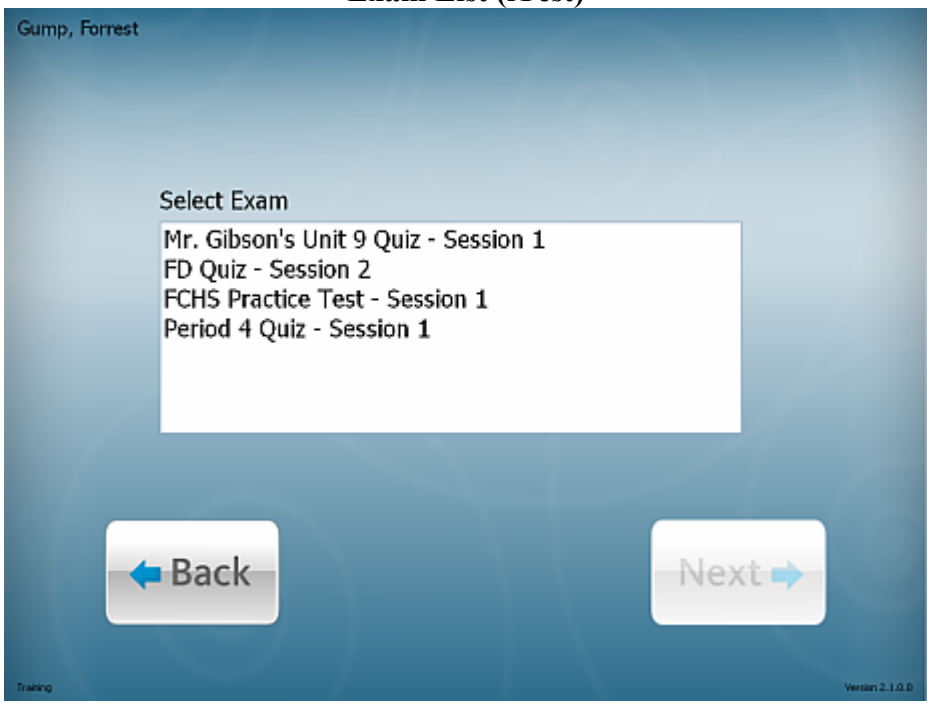
"When the program loads you will see 'iTest's' Student Login Screen."

Student Login Screen (iTest)



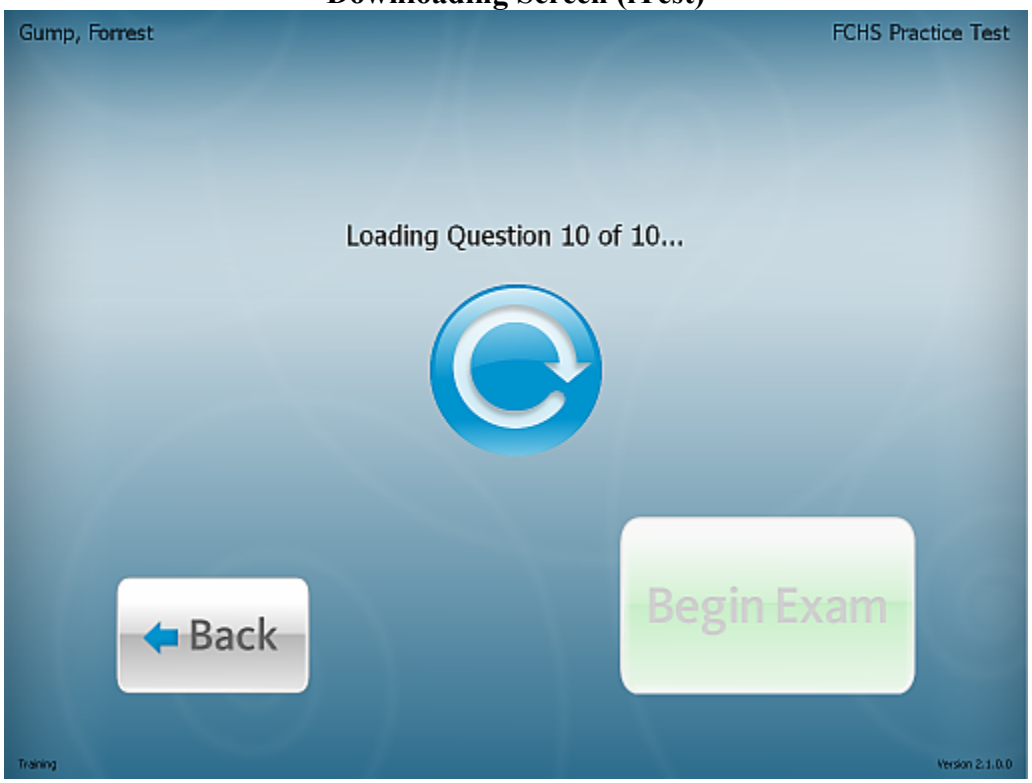
Say, "Once the students get to the login screen they would simply type in their student number." "More often than not this is the same as their cafeteria number and, again, this is displayed on the teacher's machine in case the kids forget theirs." "For this test I am going to be **Forrest Gump** and his number is **1603**." **(Type 1603)** "After the students enter their number they click **'Next'**." "The next screen shows a list of all the tests that Forrest is scheduled to take."

Exam List (iTest)



Say, "If your children do not see the test that you are giving then that means the test is still in 'Red Light' or 'Pending' status." "In order for the test that you want to give to be displayed you will first have to put the test into 'Yellow Light' or 'Ready to Download' status." "Once you have put them in 'Yellow Light' status the test will appear on their list." "They can then click on the name of the test you want them to take and click 'Next'." "If you have implemented the 'Download Password' feature then the students will be prompted to type that in on the next screen and then they can download if not then the test will then start to download when they click 'Next'."

Downloading Screen (iTest)



Say, "They will not be able to begin to take the test, however, until you put the session into 'Green Light' or 'Open for Testing' status." "Once the session is 'Open' then they may proceed to take the test."

Explain the various tools, buttons, and functions:

Say, "We have tried to mirror the end-of-the-year experience throughout the student interface and so our program offers the same tools as TestNav."

Demonstrate each tool as you go along.

Highlighter: Enables you to highlight parts of a passage or question

Eliminator: We try to foster the use of test taking skills and the eliminator button allows students to mark obvious wrong answers

Eraser: Allows students to erase highlighter, eliminator, or answer choice

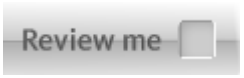
Use the highlighter to highlight a question. Answer some questions. Use the eliminator to cross-out some of the answer choices. Use the eraser to erase the highlighter and the eliminator marks.

Demonstrate and explain buttons:

Allows students to remove/clear all answers as well as highlighter

Navigates to previous page

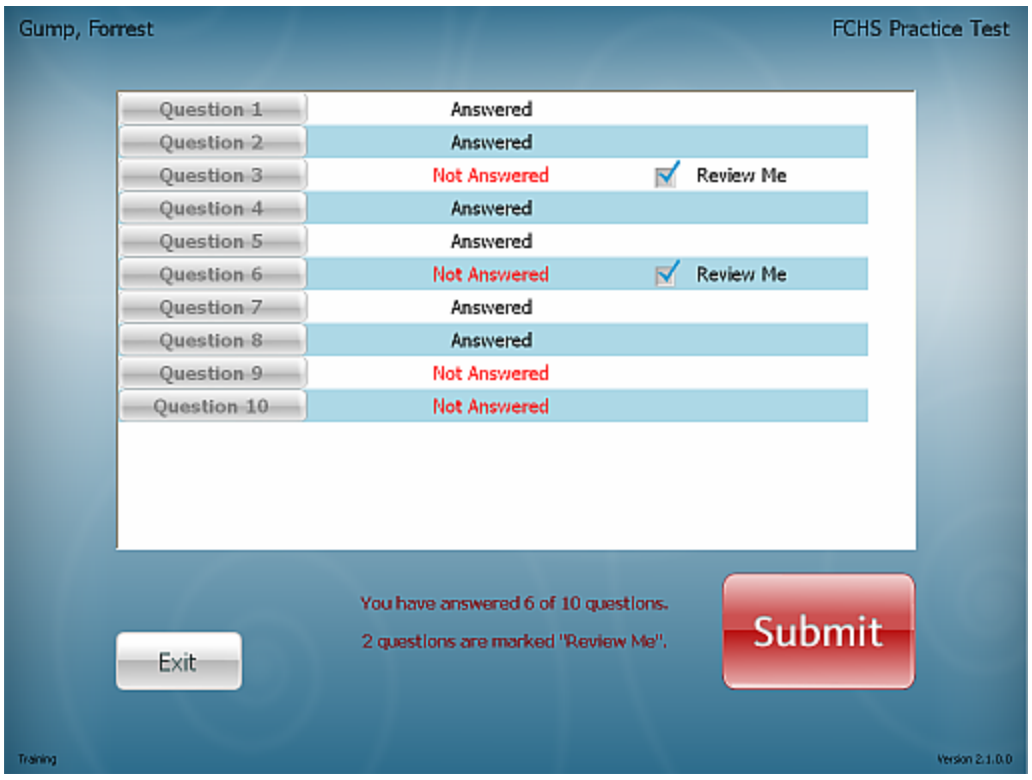
Navigates to the next page



Allows students to mark a question for later review

Takes the student to a Summary Screen

Mark a couple of questions with the ‘Review Me’ and jump to the Summary Screen to illustrate its purpose.



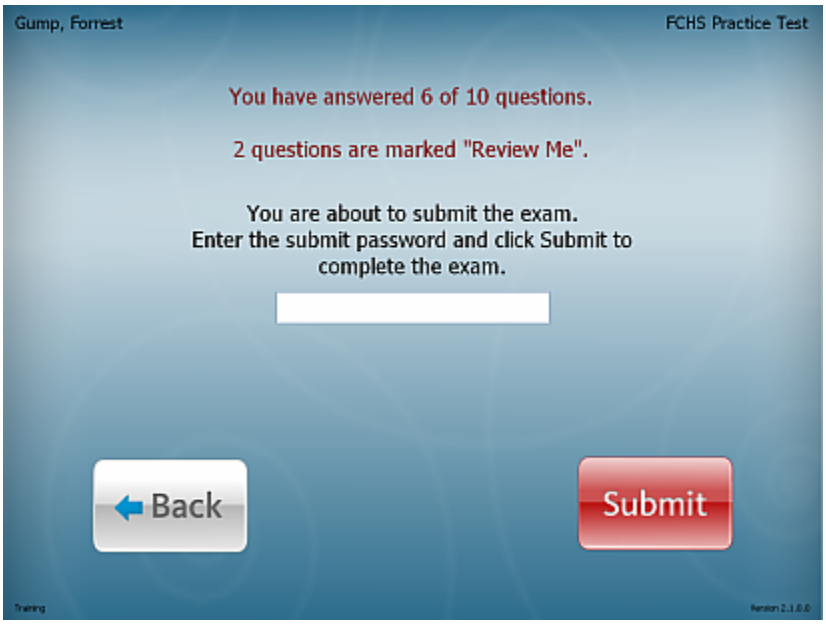
Point out the functionality of the ‘Summary Screen’. Demonstrate how a student, from the ‘Summary Screen’ can see if they have not answered any questions. Point out that any questions marked for ‘Review Me’ are clearly visible. Show how you can click on the question number and go directly to it both for those not answered and those that were marked for review.

Explain Submit and Exit:

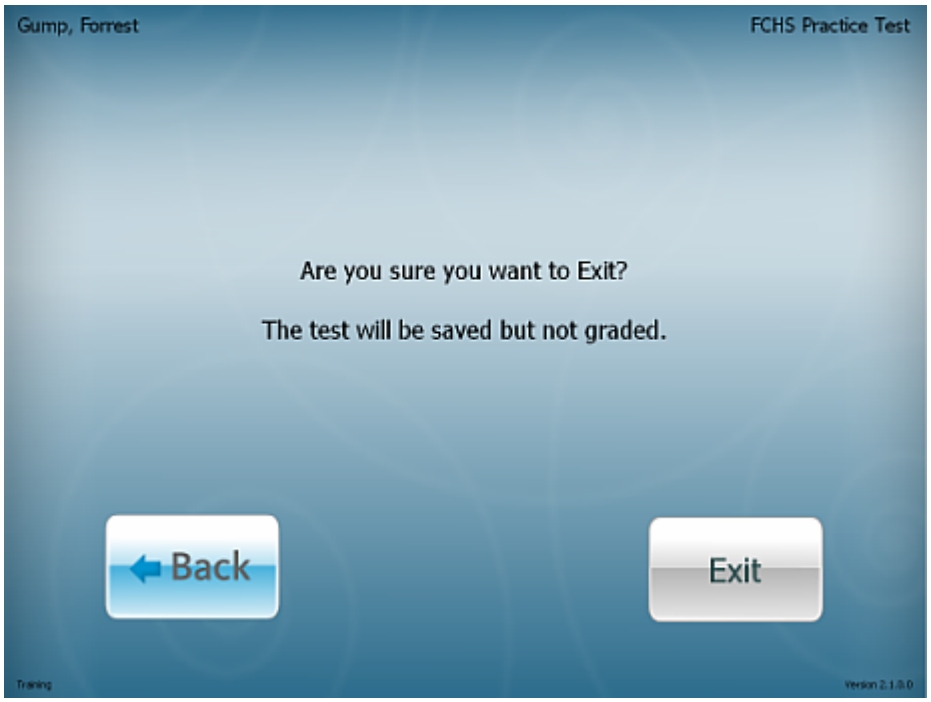
Selecting this will submit the test to be graded

Selecting this will exit the test. The test will not be graded. Answers will be saved and the student can resume at any time.

Say, "Once the student is finished they have two options; Submit and Exit." "Selecting 'Submit' will grade the test."


Gump, Forrest
FCHS Practice Test
You have answered 6 of 10 questions.
2 questions are marked "Review Me".
You are about to submit the exam.
Enter the submit password and click Submit to complete the exam.
Back
Submit

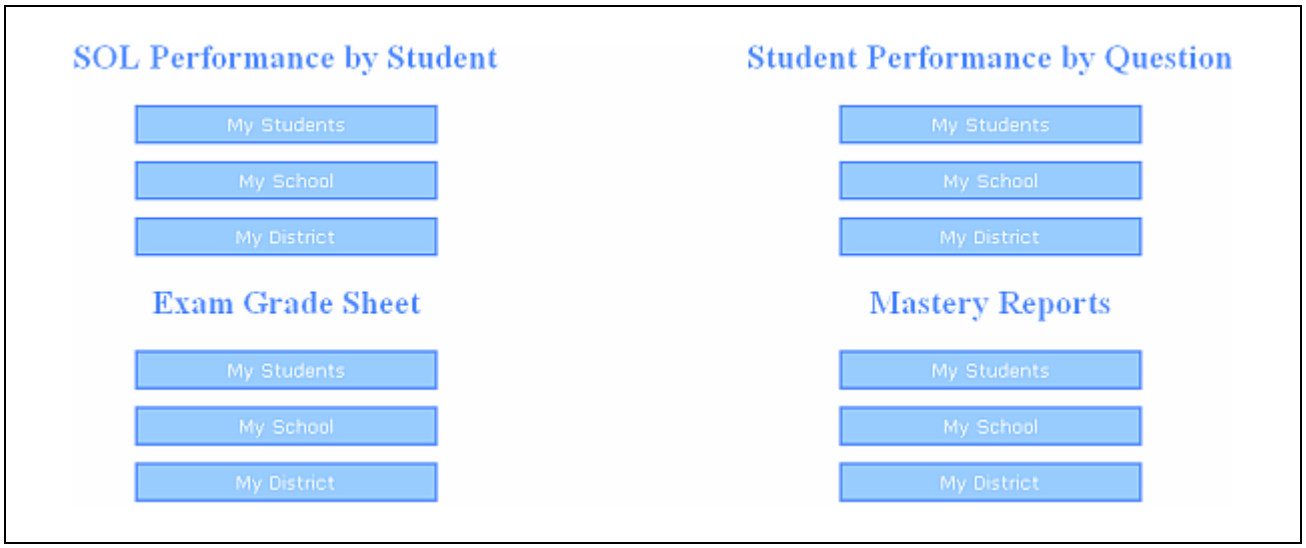
Say, "If the test is not finished in the allotted time or there if there is a fire drill then you would want them to exit the test instead." "Exiting the test allows the student to stop the test and save the answers but it will not grade the test."



Say, "The instant a child submits **(Submit your test and click 'DONE')** a test the results are immediately available in our 'Reporting' feature." "Let's go there right now and see how Forest did on this test he just took."

(Quit iTest and take them to Reporting)

REPORTING



Say, "This is our Reporting homepage." "Notice that there are basically four types of reports currently available; SOL Performance by Student, Student Performance by Question or SPBQ, Exam Grade Sheet, and Mastery Reports." "Also, notice that under each report there are three tabs; My Students, My School, and My District." "As a teacher, Isaac Newton, I have access to 'My Students' while Principals would have access to 'My School' and Central Office personnel would have access to the entire district and so they would select 'My District'." "The first two reports, SOL Performance by Student and Student Performance by Question, are more hierarchical in nature." "These two allow you to dig down and really investigate the data." "The 'Exam Grade Sheet' is a more traditional looking report while the 'Mastery Reports' are designed to display mastery/non-mastery levels." "As I mentioned, we have four types of reports but within those four there are many ways to filter the data and so there are really many more available." "I will show them all to you but we are going to start with SOL Performance by Student."

(Under SOL Performance by Student click 'My Students')

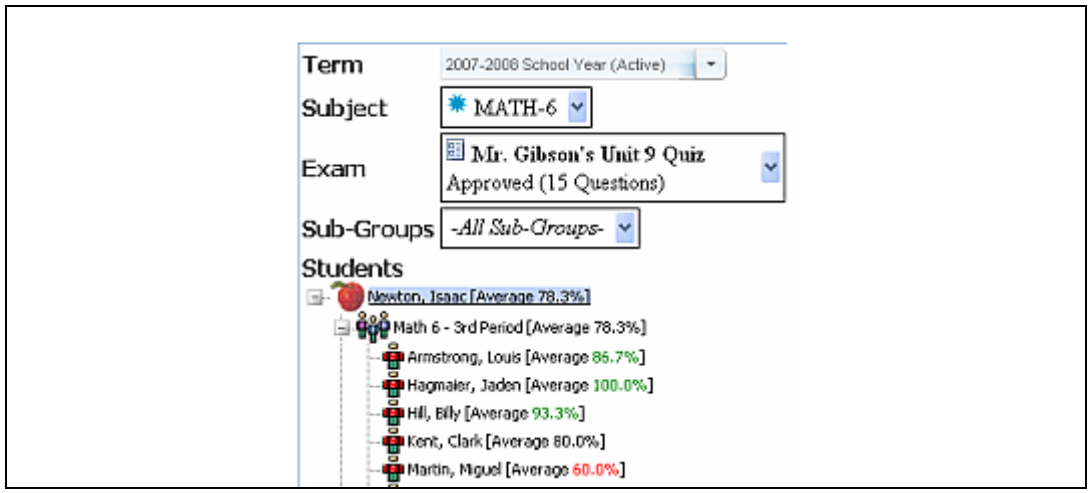
Say, "Again, you are prompted to select a subject and the test I just took was in Sci. 5." (Click Sci. then 5) "The test is a Unit Test **(click folder)** and the name of the test is *FCHS Practice Test (Unit Test)* **(Click)** "Forrest is in my 2nd period class so I select it." "There is his score."

Say, "In order for you to get a better idea of what data is available I am going to switch back to Math 6 where we have a full class's data…not just 1 student."

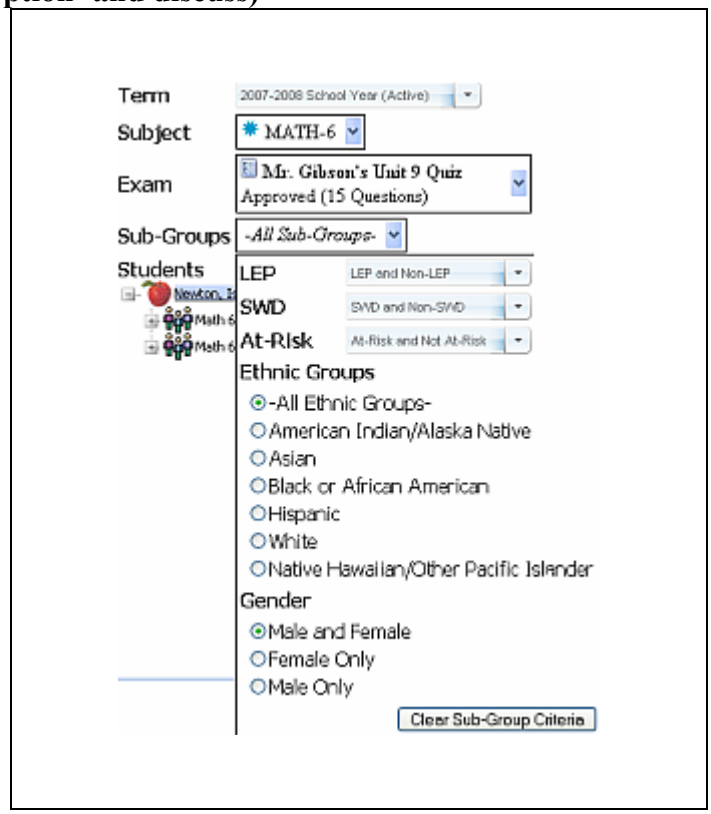
(Go to Math 6 Mr. Gibson's Unit 9 Quiz)

Say, "Notice that we have another split screen." "The left side lists the 'Who'; the teacher, the class, the student, and the right side displays the 'What'; the sol, the question etcetera." "Let's look at the left side first."

Left Side:



Say, "Here is the class that I tested." "The average for all my classes who took this test is displayed next to my name." "By expanding I get a list of all my classes and we see that only one of my classes has taken this test and that the class average is 78.3." "By expanding the class period I see a full list of all the students in that class and their score." "I mentioned earlier that there are many ways to filter the data and get many different reports from one type and here is one way." **(Show 'Sub-Groups Option' and discuss)**

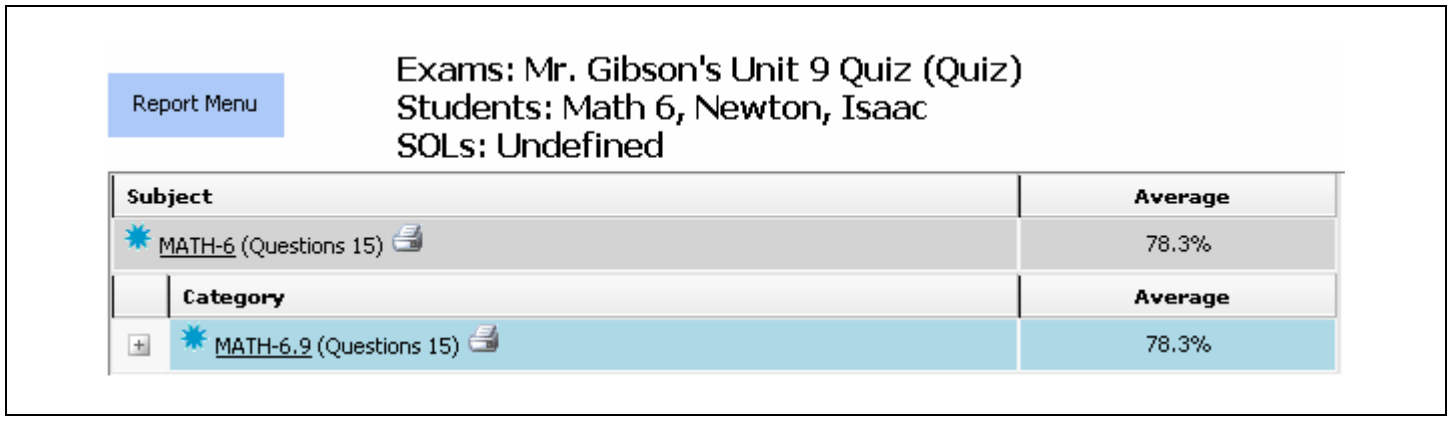


Say, "This function allows you to search by 'No Child Left Behind' sub-groups." "You can look only at those students with disabilities, those with limited English proficiency or filter by ethnicity." "You can look at your males only or females only or combinations of all of these." "So you see there are actually many different reports embedded in our four main types of reports." "For the results on the test I took I want to keep 'All Ethnic Groups' selected."

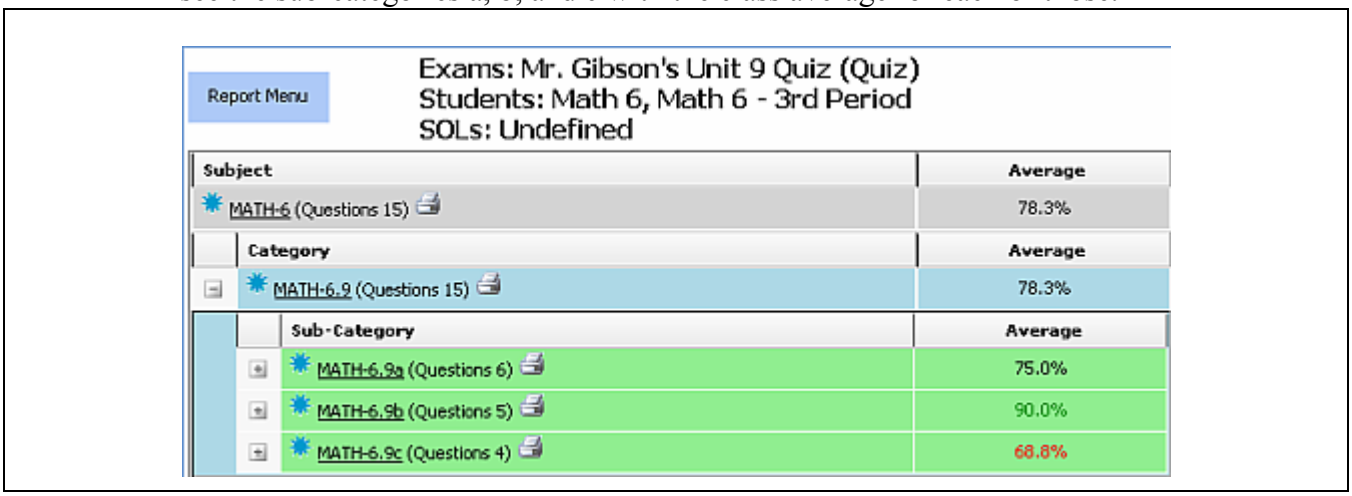
(Close Sub-group)

Say, "So, back to the result of the test for the one class of mine who were tested." If all you want is a grade to put in your grade book then here it is." "We hope that you do not stop there because there is so much more information available." "Let me show you." "When I clicked my class a list of my students and their scores came up on the left side of the screen." "On the right side different information is displayed."

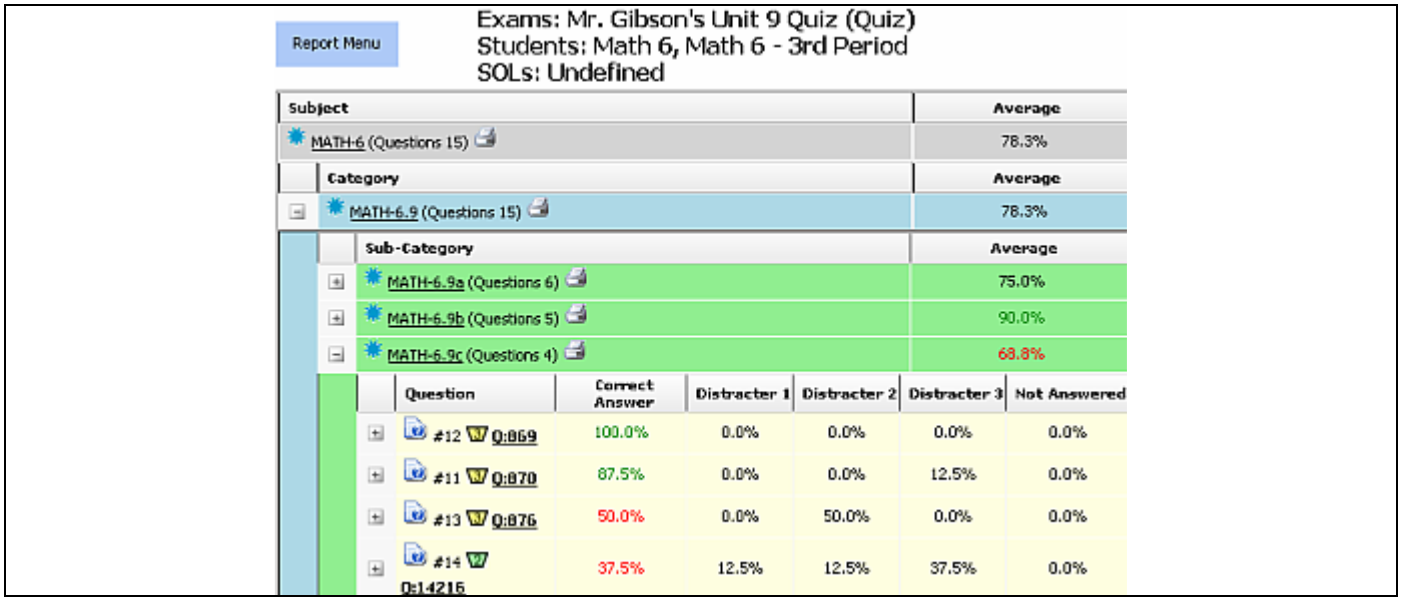
Right Side:



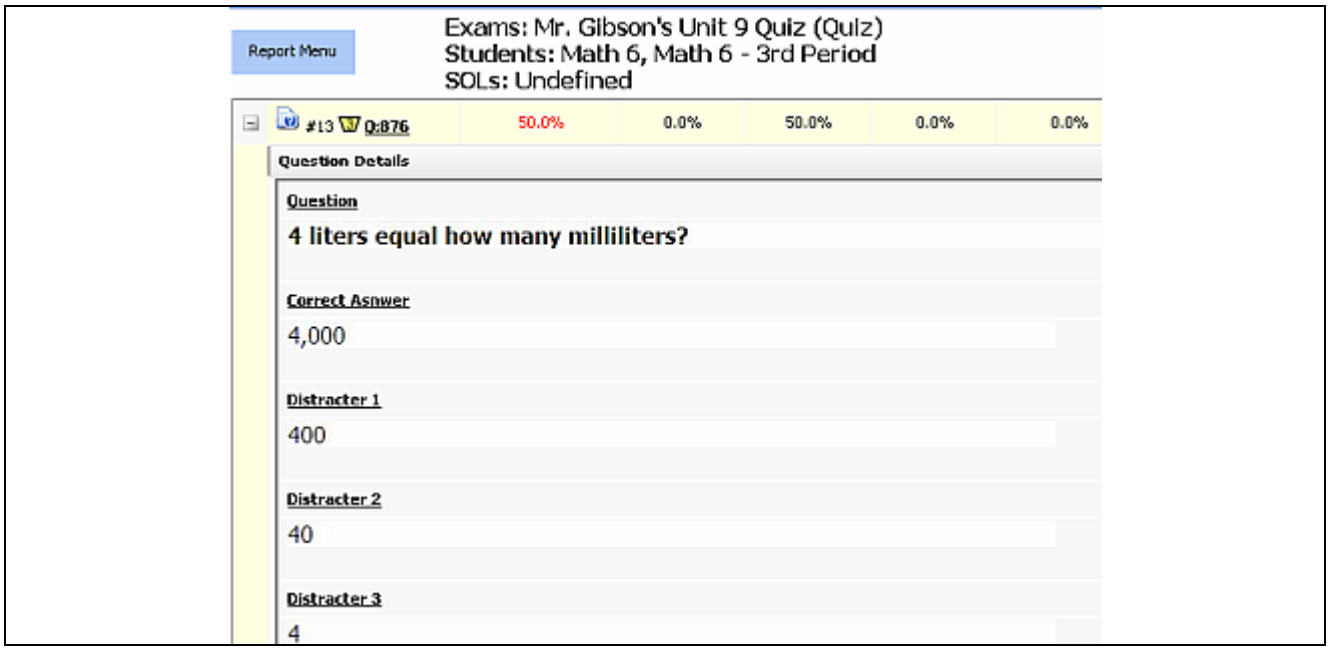
Say, "The test that I gave my class covered 6.9 and the class average is 78.3." "By expanding further we see the sub-categories a, b, and c with the class average for each of those."



Say, "Looking at the scores I see that my class averaged 75% for 6.9a, 90% for 6.9b, and 68.8% for 6.9c." "6.9a isn't great but its passing." "They did very well with the 5 questions from 6.9b but they failed 6.9c." "Remember I said that this report is investigative so let's investigate further." "I want to know what questions in 6.9c gave my children trouble so I expand 6.9c and go deeper into the data."

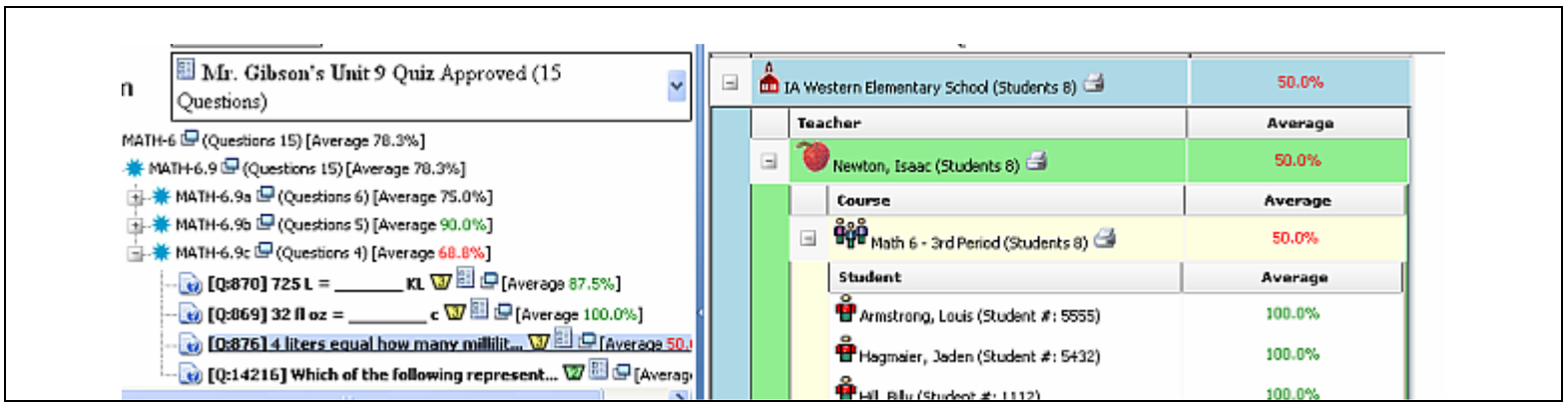


Say, "When I expand we see that questions 11, 12, 13, and 14 are from 6.9c." "Not only do we give you the percentage of those who got each of those questions correct, we also give you the percentages for those who chose distracter 1, distracter 2, distracter 3, as well as those that were not answered." "We are trying to display the data in a way that will allow you to notice trends in your data." "I am drawn to questions 13 and 14." "Looking at question 14 for instance I see that only 50% of my class got that question correct." "Not good." "But, the good news is that everyone who missed that question chose distracter 2." There is a trend there and I want to investigate further so I expand again and get down to the question itself where we can perform item analysis."

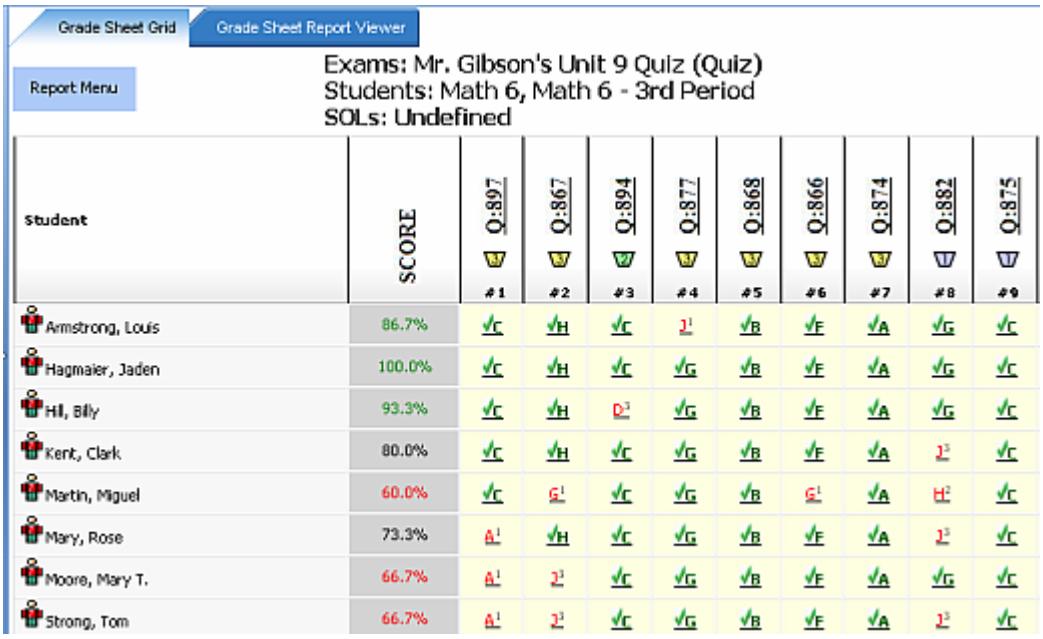


Say, "Here is the question, '4 liters equal how many milliliters?'." "The correct answer if 4,000 and 50% of my class got it right." "The other 50% all chose distracter 2….what is distracter 2…..40." "I know right now that my class is confusing the 'milli' prefix." "Half correctly think it represents the thousands place while the other half think it represents the tens place." "I can use this information to guide my instruction and immediately address the problem." "Looking at this report my next question as a teacher is who got this correct and who missed it." "That leads us into our second report Student Performance by Question or SPBQ." **(Go to Reporting homepage and select)**

SPBQ: Go through the same steps: Math 6, Quiz folder, *Mr. Gibson's Unit 9 Quiz*. On the left side, expand down until you get to the question under 6.9c, '4 liters equal how many milliliters?'. Expand the right side to display who missed it and who answered correctly. **(Go to Reporting homepage and select Exam Grade Sheet)**


Mr. Gibson's Unit 9 Quiz Approved (15 Questions)
MATH-6 (Questions 15) [Average 78.3%]
MATH-6.9 (Questions 15) [Average 78.3%]
MATH-6.9a (Questions 6) [Average 75.0%]
MATH-6.9b (Questions 5) [Average 90.0%]
MATH-6.9c (Questions 4) [Average 68.8%]
[Q:870] 725 L = _____ kL [Average 87.5%]
[Q:869] 32 fl oz = _____ c [Average 100.0%]
[Q:876] 4 liters equal how many millilit...
[Q:14216] Which of the following represent...
IA Western Elementary School (Students 8) 50.0%
Teacher Average
Newton, Isaac (Students 8) 50.0%
Course Average
Math 6 - 3rd Period (Students 8) 50.0%
Student Average
Armstrong, Louis (Student #: 5555) 100.0%
Hagmaier, Jaden (Student #: 5432) 100.0%

Exam Grade Sheet: Once you find the same test as above explain that this report is more traditional in the way it looks. Students listed down the left and questions across the top.



Grade Sheet Grid | Grade Sheet Report Viewer

Report Menu

Exams: Mr. Gibson's Unit 9 Quiz (Quiz)
Students: Math 6, Math 6 - 3rd Period
SOLs: Undefined

Student	SCORE	Q:897 #1	Q:867 #2	Q:894 #3	Q:877 #4	Q:868 #5	Q:866 #6	Q:874 #7	Q:882 #8	Q:875 #9
Armstrong, Louis	86.7%	√C	√H	√C	J[1]	√B	√F	√A	√G	√C
Hagmaier, Jaden	100.0%	√C	√H	√C	√G	√B	√F	√A	√G	√C
Hil, Billy	93.3%	√C	√H	D[1]	√G	√B	√F	√A	√G	√C
Kent, Clark	80.0%	√C	√H	√C	√G	√B	√F	√A	J[3]	√C
Martin, Miguel	60.0%	√C	G[1]	√C	√G	√B	G[1]	√A	H[2]	√C
Mary, Rose	73.3%	A[1]	√H	√C	√G	√B	√F	√A	J[3]	√C
Moore, Mary T.	66.7%	A[1]	J[3]	√C	√G	√B	√F	√A	√G	√C
Strong, Tom	66.7%	A[1]	J[3]	√C	√G	√B	√F	√A	J[3]	√C

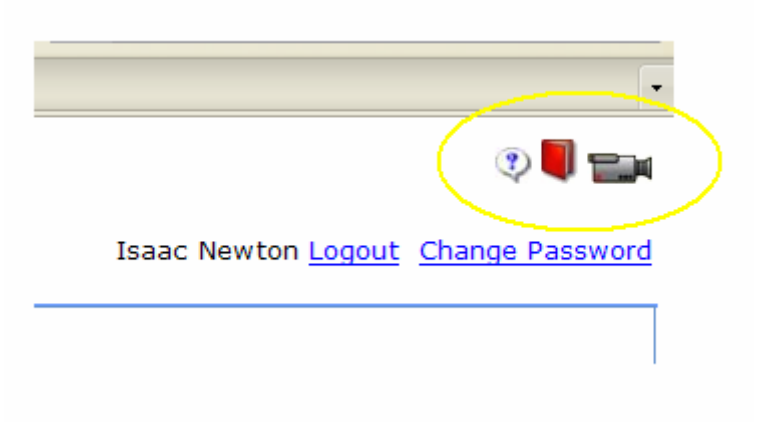
Explain that correct answers are green checks while incorrect are red letters. Show how to roll the cursor over a cell and show pop-up for correct and incorrect. Also explain the superscript. Show how you can throw in more columns to view by SOL. Explain the 'Grad Sheet Report Viewer'.

Show how to click on Bloom's Tax for a pop-up guide. Show how to click question numbers to get pop-up of question details.

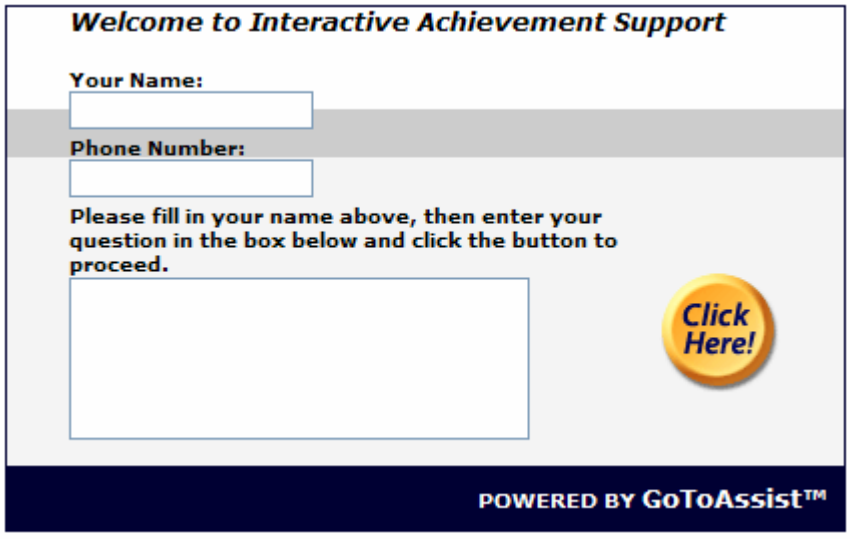
(Under Mastery Reports click 'My Students')

Mastery Reports are used to provide teachers with specific information regarding their student's mastery and non-mastery of the standards. This report is especially effective at the end of a school year prior to SOL testing. Teachers can access both Class and Individual Mastery reports displaying targeted data showing EXACTLY which SOLs and which students are in need of remediation. Display and explain both a Class and Individual report.

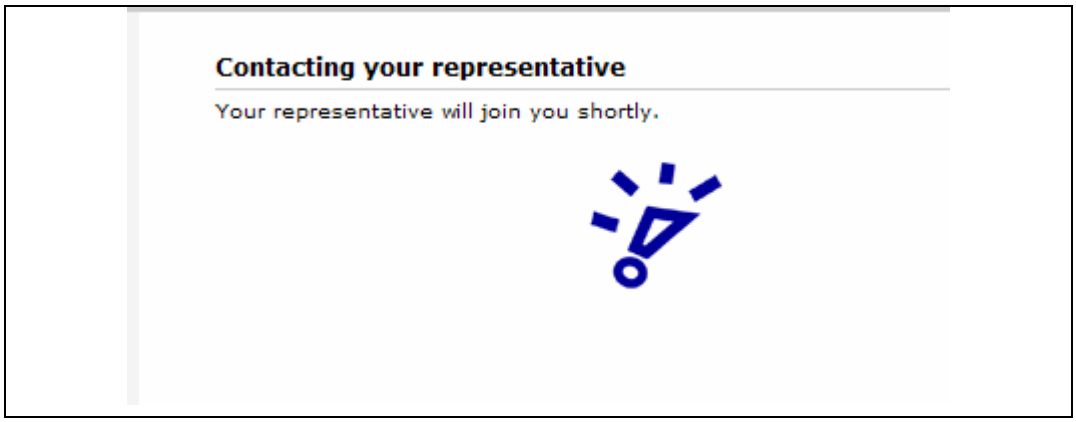
CUSTOMER SERVICE



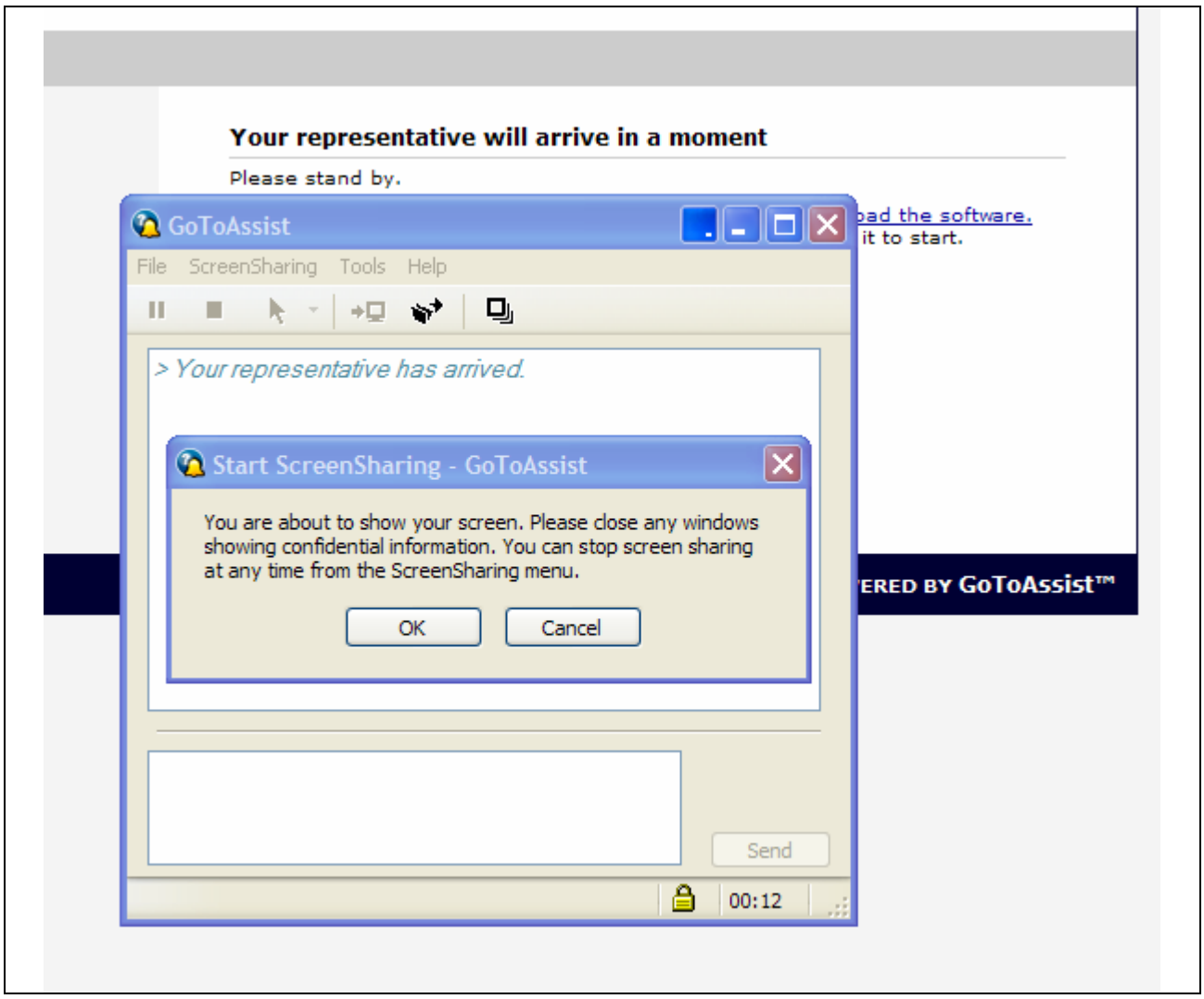
Say, " Interactive Achievement has committed to being the #1 customer support company in the state of Virginia. As educators ourselves we understand the importance and necessity for immediate and thorough customer support in schools. Our customer support tools can be accessed at anytime. In the upper right hand corner of each page of our application you will find three icons. These are your help tools. The first of these icons is a red book. This icon links to IA's user manual. (Press the red book Icon). This is a downloadable 14 page pdf document that explains the IA software step by step. All users are encouraged to keep a copy of the user manual handy. The second icon is a video camcorder. This icon is a link to our video tutorial page. (Press the camcorder icon). Please access these videos to watch short tutorials on all aspects of IA's product. The Third icon is a question mark. This icon is a link to IA's live remote assistance feature called 'GoToAssist'." (Go ahead and click on the GoToAssist icon.) The following will appear:


Welcome to Interactive Achievement Support
Your Name:
Phone Number:
Please fill in your name above, then enter your question in the box below and click the button to proceed.
Click Here!
POWERED BY GoToAssist™

Say, "GoToAssist will allow you to connect live with an IA customer service representative. First you must fill out the required information, your name, number and question. When complete please hit the "Click Here!" button. By clicking the Click Here! button, you are connecting with our customer service reps. You will first see the following:



Say, "You may be asked to download or run the application. Please follow the directions on your screen if so. Once connected, you will see the following window:

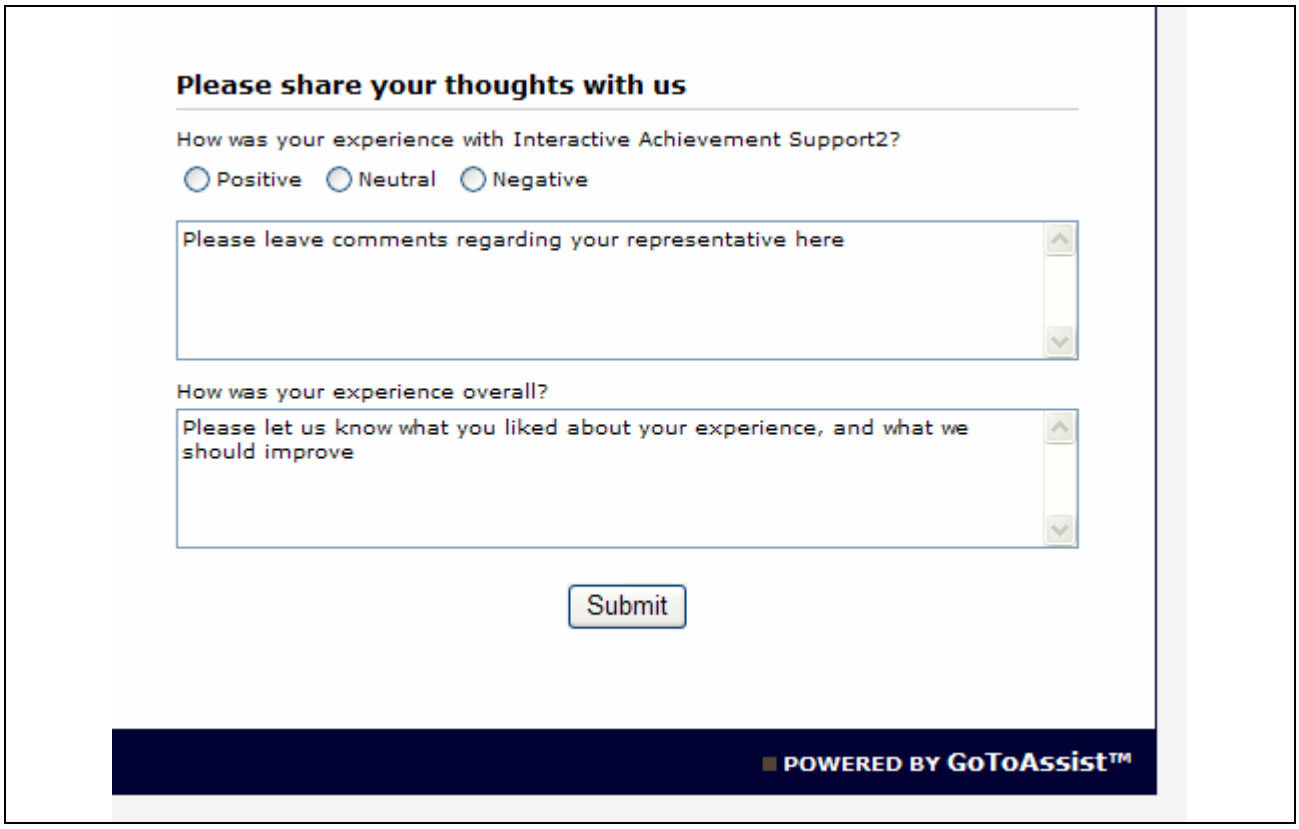

Your representative will arrive in a moment
Please stand by.
GoToAssist
File ScreenSharing Tools Help
> Your representative has arrived.
Start ScreenSharing - GoToAssist
You are about to show your screen. Please close any windows showing confidential information. You can stop screen sharing at any time from the ScreenSharing menu.
OK
Cancel
Send
00:12
it to start.
GoToAssist™

Say, "Notice that you are being prompted to allow for the viewing of your screen. As soon as you press "OK" our tech reps will be able to see your screen, exactly as you see it. This is EXTREMELY valuable in allowing IA to diagnose and troubleshoot any problems you may have.

You should now proceed to demonstrate the capabilities of GoToAssist with the help of our tech rep on the other end of the line. (The rep will help you in showing the different tools that are available.

Conclude the GoToAssit demonstration by emphasizing how beneficial this feature is you all users of IA. Live remote assistance to all problems allows IA to constantly train and educate all users of IA's software.

After closing out your GoToAssist session, you will be presented with an opportunity to leave feedback (shown here):


Please share your thoughts with us
How was your experience with Interactive Achievement Support2?
Positive
Neutral
Negative
Please leave comments regarding your representative here
How was your experience overall?
Please let us know what you liked about your experience, and what we should improve
Submit
POWERED BY GoToAssist™

Explain that this is a way for Interactive Achievement to keep up with our customer service to ensure that we are proving the best possible experience to all users of the software.